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ABSTRACT

These foundation units are aimed at pupils working within Level 2 entry to Year 7. They are designed to remind pupils what they know and take them forward. The units also will teach phonics knowledge from consonant-vowel-consonant (CVC) words to long vowel phonemes. The writing units focus on developing the following skills: understanding what a sentence is; extending sentences patterns using connectives; using adjectives and adverbs; planning endings of narratives which link to the openings; expanding points in narrative sentences to provide details; and understanding the various non-fiction text types. The reading unit focuses on non-fiction to support work done in the mainstream classroom while the handwriting unit ensures that pupils develop a more confident cursive script. Includes an explanation of running reading records and miscue analysis. (PM)

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Level 2 Foundation Units.

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Foundation Units Introduction

The introduction should be considered alongside

- The SEN Code of Practice, especially the section on Thresholds in the *Additional Guide to Good Practice*. DfES, sent to all schools
- The QCA document: *A language in common: assessing English as an additional language*. Order reference QCA/00/584. Available from QCA, price £4
- The National Curriculum principles of inclusion to be found on page 32 of the National Curriculum handbook and in the back section, *General Teaching Requirements* of each subject specification. QCA, sent to all schools

1. **What do they comprise?**

- Handwriting
- Phonics

Speaking and listening underpins all the learning in the foundation units

Additional support

- How to conduct a running reading record

2. **Who are the foundation units for?**

- Pupils who are performing within Level 2

3. **What kinds of pupil might be attaining level 2 in KS3?**

- Those with specific or moderate learning difficulties: some of these pupils may progress more slowly through the units
- Those who have moved a lot or been ill during their primary years
- Those who missed understanding a skill like phonics in the early years in primary school and need to make that up
- Those whose attainment is held back because handwriting is difficult
- Those whose attainment is held back through emotional or behavioural difficulties.

4. **What does attaining at level 2 mean in terms of improving knowledge, skills and understanding? (based on QCA analysis)**

In spelling pupils need to

- Discriminate and spell phonemes accurately in words of more than one syllable
- Understand patterns of consonant doubling in words of more than one syllable
- Use visual spelling patterns as well as knowledge of sounds.

In writing pupils need to

- Develop their understanding of what a sentence is.
- Extend their sentence patterns by using connectives other than and in order to increase the precision of their writing.
- Use adjectives and adverbs to add detail about qualities and circumstances
- Give more thought to planning the endings of narratives in ways that link to the openings
- Expand points in narrative sentences by the use of phrases which provide details, for example of place and manner
- Understand the various non-fiction text types and apply them in their writing.

In reading pupils need to

- Decode accurately
- Broaden their knowledge of word meanings so they can recognise when words are rephrased or explained in short phrases.
- Read more accurately to retrieve information rather than relying on memory of what they have read.
- Read the text carefully to locate a precise moment or point of information
- Understand how differently structured sentences can express similar meanings.
- Relate information from one part of a text to that from another.

5. How will the foundation units help?

- They are designed to remind pupils of what they might know and then take them forward
- They will teach or re-teach phonics knowledge from CVC words to long vowel phonemes, including doubling consonants and adding -ing to words. This will prepare them for the phonics and spelling progress units designed for those attaining level 3.
- The writing units focus on the skills mentioned in the above analysis and ensure pupils are prepared for the mainstream classroom.
- The reading unit focuses on non-fiction to support work done in the mainstream classroom.
- The handwriting unit ensures that pupils develop a more confident, cursive script to remove a barrier to writing and to use motor skills to reinforce spelling patterns.

6. How should the foundation units be used?

- Ideally they should be used for about 20 minutes a day , three times a week, depending on pupil need, in small groups, so that the teacher or teaching assistant can see what pupils are doing and intervene at the point of learning.
- They should be pacey.
- They need to be timetabled outside English lessons to ensure that pupils do not fall further behind.
- They need to take place in quiet place which will not suffer from interruption.
- They can be taught by a teacher, a librarian, a teacher assistant, a language support assistant, an EMTAG teacher or support assistant.
- They can be used alongside activities in the classroom so that eg writing narrative can be supported and reinforced.
- Pupils do not need to do all the units, only those which are appropriate to their needs.
- They can be combined with progress units ie those attaining at level 3. It might be that pupils do the spelling progress unit and the writing non-fiction foundation unit.

7 How can I fit the units in to the school day?

- They could be fitted in to tutor time
- They could be used as part of a paired reading system
- They could fit into breakfast or lunchtime clubs
- They could be used as part of any withdrawal system, especially when this links to work being done in mainstream classrooms.
- They could be part of the group work time in the lesson, especially when non-fiction writing is the class focus.
- They could fit into homework or after school study clubs and study support sessions.

8 What do I need to tell parents?

- Inform parents about the foundation units and how they work in your school; when they will take place and who will be the tutor(s)
- Explain which units their child is following and why
- Offer suggestions about how they can support the learning through games, speaking and listening and sharing reading/writing
- Explain how the units support their child in working in a mainstream classroom.
- Offer a meeting to discuss any concerns.

9 **How are they structured?**

Each unit

- begins and ends with a brief assessment procedure to support the placing of pupils and monitor improvement.
- works to Y7 objectives where possible
- has the same structure:
    1. Objectives, key vocabulary and what you will need to teach the session
    2. Remember: to access prior learning
    3. Model: to ensure the process is modelled by the tutor
    4. Try: so pupils can try the process supported by tutor/group
    5. Apply: pupils apply their learning monitored by the tutor
    6. Secure: pupils reinforce their learning in a new activity.

The exception to the above is the handwriting unit where some sessions review progress or prepare targets

Other materials

Although these are aimed at primary schools, tutors and teachers may find them helpful in targeting the teaching and learning and in gaining ideas for activities.

- **Progression in Phonics**: a highly interactive programme which teacher pupils how to discriminate phonemes and learn the letters which represent them. No longer available as a book: teachers/tutors will need to borrow from a feeder primary school
- **Additional Literacy Support**: aimed at pupils attaining at the lower end of level 2. ISBN 0 19 3122224 1/2/3/4/5, available from the DfES, though under revision, so may be out of print.
- **Early Learning Support**: aimed at pupils attaining Level W-1. It develops phonics, reading and writing at this early stage of development. Available from the DfES
- **Developing early Writing**: aimed at those working towards level W. Also available from the DfES

The Phonics Unit

Aim

- To teach pupils to hear and discriminate phonemes in one- and two-syllable words.
- To begin to look at the ways in which letters represent those phonemes in words.
- To ensure that pupils apply that knowledge to their reading and writing.
- To build towards the Phonics Learning Progress Unit to ensure progression in the pupils' learning.

Who might benefit?

- Pupils scoring between 0 and 4 in their KS2 test.
- Those attaining level 2 in writing and spelling.

Process

- To decide whether pupils need the *Foundation Unit* or *Learning Progress Unit*, begin with *Progress Unit* assessment. If the pupil is unsuccessful, try the assessment at the end of this introduction to see if the *Foundation Unit* is appropriate.

The unit

- The unit takes pupils from three-phoneme words like **dog** and **cat** through to digraphs where two letters make one sound as in **th** /**th**/ or **sh** /**sh**/. It also teaches them to hear medial vowels and discriminate the separate phonemes in strings and blends.
- The teaching links spelling and reading.
- Each session tells you what you will need, what the objectives are for the session and any specialist vocabulary you will be using.
- It takes you through the activities step by step and tells you what to do.
- Instructions for games are at the end of the unit and state which sessions they are needed for.
- Materials for the sessions are printed at the end of each session.
- There is a section for you to make notes at the end of each session.

Additional notes

- The units talk about *modelling the phoneme correctly*. There is a tendency to add an extra phoneme to the end of consonants eg /***te***/, /***be***/, /***ce***/. Tutors need to practise saying only the phoneme itself and not adding an extra one to the end.

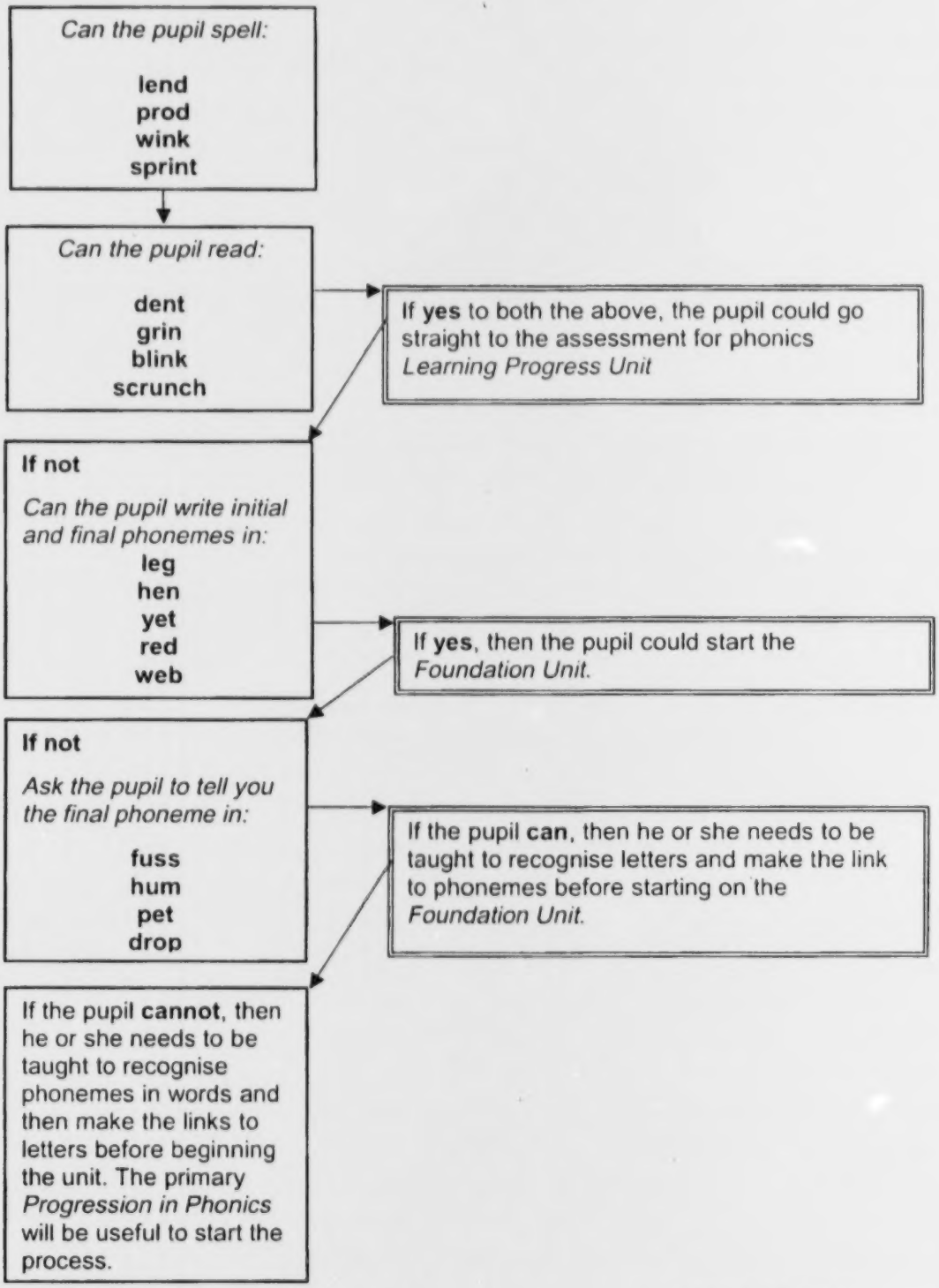
- Teachers and tutors may find it helpful to look at
    1. The primary *Progression in Phonics* book. (This book is no longer available from the publisher. Teachers and tutors will need to borrow one. Alternatively this title is available on CD-ROM and can be ordered from The National Centre for Literacy and Numeracy. Contact them on 0118 952 7500. Order code NLS 850 – DfES 0033/200.)

    2. The *Additional Literacy Support* material aimed at Y3 and Y4. ISBN 0193122278 (pack).
       The pack includes:
       Getting Started booklet: ISBN 0193122316
       Module 1: ISBN 0193122227
       Module 2: ISBN 0193122235
       Module 3: ISBN 0193122243
       Module 4: ISBN 0193122251
       These are also available to order from The National Centre for Literacy and Numeracy.

Both of these go into detail about teaching phonics and have a range of games other than the ones used in this unit. The accompanying video to *Progression in Phonics* shows the games being played. Although this is in a primary context, secondary teachers may find seeing the games helpful.

This unit is based on Module 1 of the *Additional Literacy Support* material and especially Step 5 in the *Progression in Phonics*

Assessment process


Can the pupil spell:
lend
prod
wink
sprint
Can the pupil read:
dent
grin
blink
scrunch
If yes to both the above, the pupil could go straight to the assessment for phonics Learning Progress Unit
If not
Can the pupil write initial and final phonemes in:
leg
hen
yet
red
web
If yes, then the pupil could start the Foundation Unit.
If not
Ask the pupil to tell you the final phoneme in:
fuss
hum
pet
drop
If the pupil can, then he or she needs to be taught to recognise letters and make the link to phonemes before starting on the Foundation Unit.
If the pupil cannot, then he or she needs to be taught to recognise phonemes in words and then make the links to letters before beginning the unit. The primary Progression in Phonics will be useful to start the process.

Overview of the Phonics Unit

Session	Objective
1	Identifying initial and final phonemes in CVC words
2	Identify medial vowels
3	Identify medial vowels in CVC words Identify the three phonemes in CVC words
4	Investigate **e** and **ea** representations of short /**e**/ phoneme
5	Identify the three phonemes in CVC words Read and spell CVC words Revise consonant digraphs
6	Identify the four phonemes in CCVC words Read and spell above words
7	Identify the four phonemes in CCVC and CVCC words Read and spell above words
8	Read and spell words ending in **ing**
9	Continue above
10	Read and spell words ending in **ing** and **ed**
11	Investigate spelling pattern **wa**
12	Read and spell two-syllable words Revise **ing** endings
13	Read and spell two- and three-syllable words revise adding **ing** ending Adding **er** endings

Glossary of terms

The main linguistic terms encountered within each session are shown below, with an indication of the sessions in which they may be found.

Term	*Definition*	*Sessions in which used*
Consonant	Letter that is not **a, e, i, o** or **u** eg: **d, n, t**	2, 3, 9,10,13
Consonant cluster	Two or more consonants which each represent a separate phoneme, eg **br, nd, cl, str**, but which occur commonly together	7
CVC words	Consonant-vowel-consonant words, eg **cat**	1, 2, 3, 5
CVCC words (also variants CVVC, CCVC)	Consonant-vowel-consonant-consonant words, eg **bust** Note that the words may have *four* phonemes (as **bust**) or, if they contain a digraph, only *three* phonemes (eg **bush, shed** or **team**)	
Digraph	Two letters that represent one sound eg **sh, th**	1, 2, 5
Medial vowel	Vowel that occurs in the middle of a CVC word	2, 3, 4
Morpheme	Smallest unit of meaning	8, 9, 10
Phoneme	Smallest unit of sound in a word. Shown in this Unit as, for example, **/e/**	1, 4, 11
'Rap' or short vowel	**/a/** as in 'tap', **/e/** as in 'fed', **/i/**, as in 'hit', **/o/** as in 'hot' or **/u/** as in 'nut'	9, 10
Suffix	A morpheme (smallest unit of meaning) added to the end of a word to form a new word	8, 9, 10
Syllable	Each beat in a word	12, 13
Verb	A word or word chain that expresses an action, a happening, a process or a state	8, 9, 10
Vowel	**A, e, i, o, u**	2, 3, 4, 12, 13

Typographic conventions

In general

- Representations of letters or words are shown in **bold**;
- Representations of phonemes - sound elements - are shown as /**e**/;
- Words or phrases which the teacher may actually say to children are indicated in *italics*.

UNIT: **Phonics Unit**		**SESSION: 1**
OBJECTIVES: • To identify phonemes in initial and final position	**KEY TERMS:** • Phoneme • Digraph • CVC • CCVC/CVVC/CVCC	**YOU WILL NEED:** • QWERTY keyboard • 3-phoneme frame • letter cards **sh, p, b, h, t, g, m, n, p, d, c, f, r, v**

REMEMBER:

- Introduce pupils to unit. The aims are:
  - to learn to hear and identify phonemes within words, and spell and read a range of words
  - to learn a range of strategies to help spell new words
- Introduce the term *phoneme* through saying alliterative sentences eg
  Fans finally find famous footballers.
  Silly snakes secretly sip seawater.
  Mad mothers mysteriously make messy meals.
  Ask the pupils to identify dominant phoneme in each sentence.
  Model the correct pronunciation of phoneme.

MODEL:

- Introduce pupils to the 3-phoneme frame through CVC words in alliterative sentences – **fan, sip, mad**. Model how to use the phoneme frame to identify initial and final phonemes in words.
- Introduce term *digraph*, using **sh** as an example.
- Model the "sliding in" game. Start by saying the word **dog**. Ask the pupils to identify the initial phoneme. Explain that you are going to read a number of words containing the phoneme **/d/** and that you want the pupils to help you identify where the **/d/** is in the word – is it an initial or final phoneme? Once they have identified the position, show them how to 'slide in' the phoneme on the phoneme frame. Model this with: **had, din, dip, pad, dig, sad**.

TRY:

- Play the sliding in game. Use **sh** at first (remind the pupils it is a digraph). Explain that the phoneme **/sh/** will be at the beginning or the end of each word you say, that the pupils have to listen carefully, decide whether it is in the initial or final position and slide it into that slot on their phoneme frame.
- Use: **ship, mash, wish, posh, shut, dish, shell, wash, cash**.
- Hand out **p** cards. Explain that you are going to play the same game but this time with the **/p/** phoneme. Words: **pack, shop, keep, soap, pan, peel, leap, pen, pain**.

APPLY:

- Play sliding in game again. Explain that this time the pupils have to use both **sh** and **p** cards.
- Words: **shop, ship, posh, sheep, push, sharp**.

SECURE:

- Making words. Each child has 2 consonants, the tutor has one. On the whiteboard are written the following:

  _en (hen)
  pe_ (pet)
  _og (log)
  do_ (dog)
  _ot (not)
  bi_ (bib)
  _ig (dig)
  su_ (sum)
  _at (cat)
  ti_ (tip)
  _ig (fig)
  _at (rat)
  _an (van)

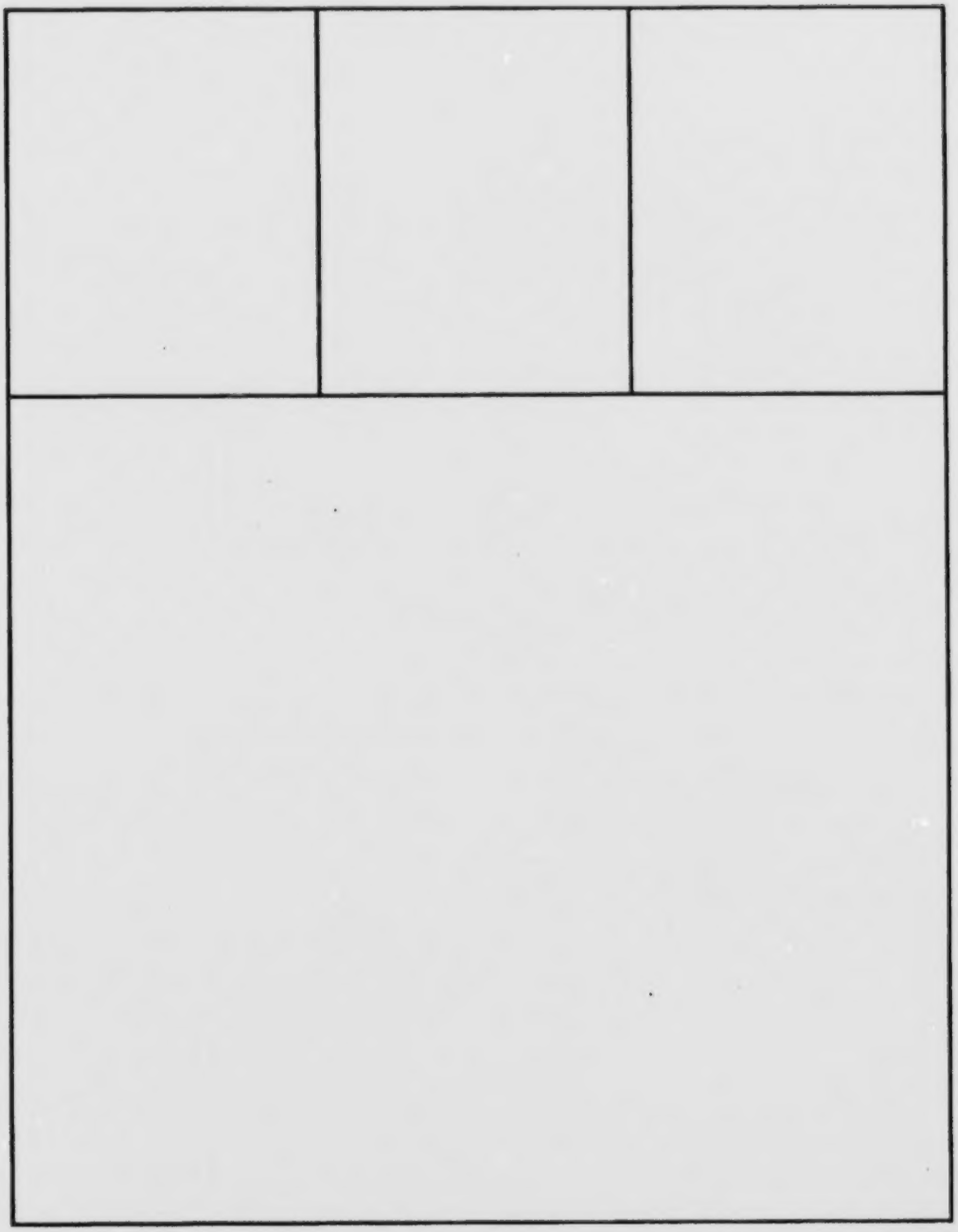
  Read each complete word in turn. The child who has the missing initial or final consonant should hand their card in to complete the word. The tutor should ensure that s/he has the first consonant needed so as to model the process.

NEXT:

- Return to objective.
- Next session: look at phonemes in the middle of words.

NOTES:

Session 1 resources: Three-phoneme frame



UNIT: **Phonics Unit**		**SESSION: 2**
OBJECTIVES: • To identify medial vowels (**a, e, i, o, u**)	**KEY TERMS:** • Digraph • Vowel • Consonant	**YOU WILL NEED:** • Vowel cards • 3-phoneme frame • Word stretcher • Picture sort cards: a set of pictures with different medial vowels for pupils to sort into columns, each with the same medial vowel eg **pig, pin, bin; cot, dog, log** and so on.
REMEMBER: • Recap on *phoneme* and *digraph*		
MODEL: • Introduce session objectives: to identify medial vowel phoneme in CVC words • Look at letters **a, e, i, o, u** – introduce them as vowels, explain that other letters are consonants • Use a word stretcher with a CVC word, eg **dog**, to show initial and final consonants and medial vowel • Stress that all words have a vowel • Teach pupils the vowel rap: see appendix 1		
TRY: • Orally identify medial vowel phoneme in CVC words, eg **hat, pen, fit, log, hut**		
APPLY: • Play "sliding in" game, with pupils identifying medial vowel phoneme in CVC words, eg **dog, cat, hen, put, tip, ran, pit, run, pan, pot**		
SECURE: • Quick object sort • Place the vowel cards in a row on the table • Give pupils pictures to sort pictures into columns according to medial vowel phoneme		

NEXT:

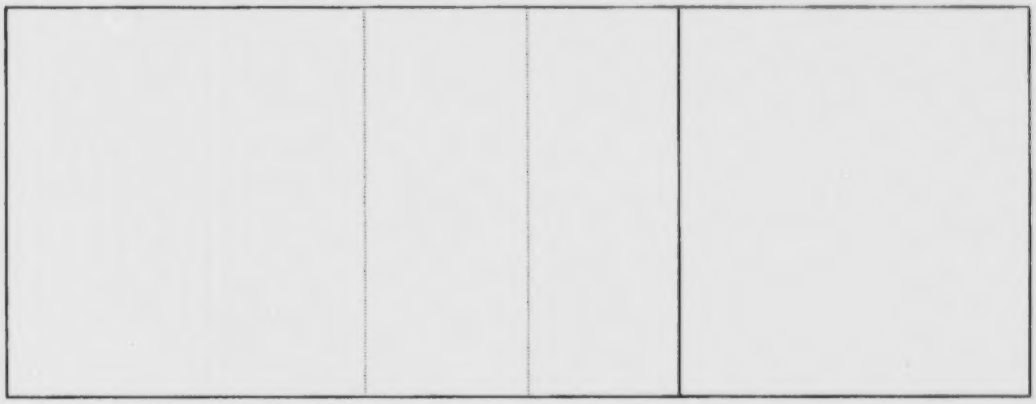
- Return to objective
- Next session: reading and writing CVC words

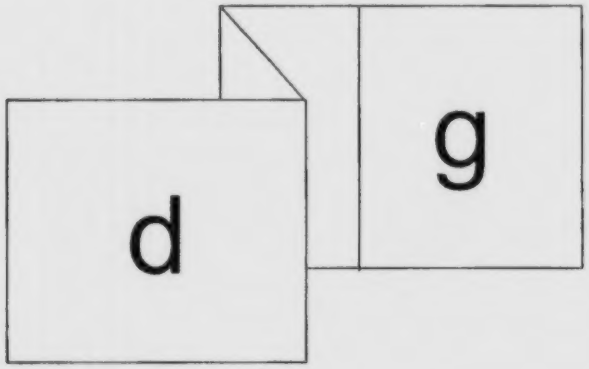
NOTES

Session 2 resources: Word stretcher

Use horizontally.

A consonant eg **d** and **g** (**dog**) is placed in each of the left- and right-hand boxes. The central section is folded at the dotted lines so that the middle box is obscured. As you say the medial vowel, you open the middle section and stretch the sound of the medial vowel.





UNIT: **Phonics Unit**		SESSION: 3
OBJECTIVES: • To identify medial vowels in CVC words • To identify three phonemes in CVC words	**KEY TERMS:** • Vowel • Consonant • CVC words	**YOU WILL NEED:** • Vowel /consonant labels • Spelling challenge sentences • Whiteboards and pens • Set of letters (vowels and consonants) • Three-phoneme frame as before
REMEMBER: • Recap on vowel rap • Quick sort of a range of letters – vowel / consonant		
MODEL: • Introduce session objectives: to revise medial vowel phonemes and spell CVC words • Pupils to identify number of phonemes in **chip** using a word stretcher, (remind pupils of digraphs). How can **chip** be changed to **chop**? Model on whiteboard		
TRY: • Pupils to use a phoneme frame to write **nut** – change it to **not**. Write **shop** – change it to **ship**		
APPLY: • Play "Full circle" game on whiteboards: **sat, fat, fan, fin, pin, pit, put, pot, put, pat, sat**: see appendix 1		
SECURE: • Spelling challenge sentences: ▪ *Have you **got** a pet?* ▪ *The boy saw a **nut.*** ▪ *The **cat sat** on the **mat.*** ▪ ***Sit** down, she said.* ▪ *The girl had a **red pen.***		
NEXT: • Return to objective • Next session: continue with CVC words and investigate spelling patterns for the **/e/** phoneme		

UNIT: **Phonics Unit**		**SESSION: 4**
OBJECTIVES: • To investigate **e** and **ea** spelling choices	**KEY TERMS:** • Phoneme • Vowel • Medial vowel	**YOU WILL NEED:** • Post-its • Word grid • Vowel fans or vowel cards

REMEMBER:

- Recap on consonant and vowel – vowel rap

MODEL:

- Introduce session objectives: to investigate the final 'rap' (short) vowel phoneme **/e/** as in **bed**.
- Pupils to identify medial vowel phoneme in a range of words (**fan, chip, hot, hut, den, pit, that, shop, shut, fed**)
- Pupils to brainstorm as many words as possible that rhyme with **fed**. Tutor to write rhyming words on post-its

TRY:

- Pupils to sort rhyming words according to spelling pattern **/e/** or **/ea/**
- Look at the word 'bean'. Explain that sometimes **ea** makes a different sound as in **bean**, but that, usually, if the **ea** is followed by a **d** it makes the short **/e/** phoneme as in **head**, **bread** etc
- Look at the word **said**. It sounds as if it should be spelt **sed** or **sead**, but it is spelt **said**. It is a very important spelling to remember.
- Look at the word **read**. This can be pronounced two ways – discuss the differences '*Yesterday I read a book. Tomorrow I will read another one*'.

APPLY:

- Word grid reading. Pupils to choose a grid reference for the person next to them, who has to uncover the grid reference and read the word. If they are correct the word remains uncovered, if they get it wrong, it is covered up again and can be chosen again. Words for the game:

said	head	Wed
led	bread	Shed
dead	read	Fed
tread	bed	Lead

SECURE:

- Show me activity. The TUTOR reads out the following words, the pupils identify the vowel phoneme and find it on their vowel fans (or cards) and show it to the TUTOR. Words:

  fed, slip, trot, trap, dead, plan, shut, plot, bread

NEXT:

- Return to objective:
- Next session: reading and spelling CVC words

NOTES:

Session 4 resources: Word grid

Add grid numbers to copy

said	head	wed
led	bread	shed
dead	read	fed
tread	bed	lead

Vowel cards

a	e	ea	i	o	u

UNIT:
Phonics Unit

SESSION: 5

OBJECTIVES:
- To identify the three phonemes in CVC words
- To read and spell CVC words
- To revise consonant digraphs

KEY TERMS:
- Digraph
- CVC words

YOU WILL NEED:
- Traffic light cards

Red cards	Orange cards	Green cards
sh	o	ck
s	a	th
l	i	n
ch	e	p
p	u	ll
r	ea	d

- Whiteboards and pens

REMEMBER:
- Check on spelling of **said**
- Remind pupils of short ('rap') vowel sounds

MODEL:
- Introduce session objectives: to read and spell CVC words including consonant digraphs
- Remind pupils that two letters can make one phoneme, eg **sock** which has four letters but only three phonemes (pupils to say and count the phonemes) Look at the following words – say and count the phonemes

  lick **luck** **thin**
  shock **rich** **loss**
- Tutor to say the following words; pupils to say and count the phonemes, then spell the words on their whiteboards

  wish **path** **well**
  chip **lock** **help**

TRY:
- Play the "Traffic lights" game (see resources page for cards). Pupils to take turns to pick a red, orange then green card and blend phonemes to make words. The words made should then be written under one of two headings "*words we know how to spell*' and "*words we don't*".

APPLY:
- Play 'What comes next?' (*Shannon's game*). Lines are drawn for each letter in the word, eg _ _ _ _ for **till**. The pupils have to guess the letters in the word as in Hangman, but they have to start with the first letter, then go onto the second only when they have successfully guessed the first.
- They also have to suggest a word that would fit, for example a child could say *s* and *said*. The tutor would reply that it could be **said** but it isn't. This word is then listed and the pupils know not to use a word beginning with **s**.
- Suggested words for the game: **said**, **chap**, **thin**, **shock**, **luck**

SECURE:

- Play Spelling Challenge: tutor reads the sentence, then the highlighted word, then the sentence again, pupils write the words on their whiteboards
    - *What a mess this room is in!*
    - *Jamie Oliver said to toss the salad.*
    - *The news came as a real shock to him.*
    - *The canal path was overgrown.*

NEXT:

- Return to the objective:
- Next session: reading and spelling CCVC words

NOTES:

Session 5 resources: Traffic light cards

Red cards	Orange cards	Green cards
sh	o	ck
s	a	th
l	i	n
ch	e	p
p	u	ll
r	ea	d

UNIT: **Phonics Unit**		**SESSION: 6**
OBJECTIVES: • To identify the four phonemes in CCVC words • To read and spell CCVC words	**KEY TERMS:** • Digraph • Consonant cluster • CCVC words	**YOU WILL NEED:** • Two cards per child labelled **1** and **2** • Four-phoneme frames • Letter cards **b**, **r** and **l** • Letter fans – **b**, **s**, **c**, **d**, **r**, **t** or cards with these letters on.

REMEMBER:

- Recap on CVC words and digraphs – two letters making one sound – through words like **path**: four letters, but only three phonemes. Use other CVC words from previous sessions if necessary

MODEL:

- Introduce objective: to read and spell words with four phonemes
- Write **lap** in a four-phoneme frame

	l	a	p

Add **c** to make **clap**

- Write **rip** in a four-phoneme frame

	r	i	p

Add **t** to make **trip**

- Write **rush** in a four-phoneme frame

	r	u	sh

Add **b** to make **brush**

- Explain consonant clusters - two or more consonants which each represent a separate phoneme, eg **br**, **sp**, **cl**, **st**, but which occur frequently together as above.

TRY:

- Tutor to read a list of CVC and CCVC words. Pupils to listen and identify whether there are one or two consonants at the beginning of the word, then show how many with their number cards:

trap	**rip**	**fleck**
spin	**pot**	**brush**
cram	**hut**	**plot**

APPLY:

- Play 'Sliding in' game with a four-phoneme frame. Place the letter **b** in the first box and the letters **l** and **r** under the second box. Tell the pupils that the words they will hear will start with a consonant cluster and that they need to listen for the second phoneme in each word, which will either be /**l**/ or /**r**/. Words:

bread	**bled**	**branch**
bright	**break**	**breed**
black	**bleach**	**breech**

SECURE:

- Use letter fans or letter cards to identify the consonant clusters at the beginning on the following words:

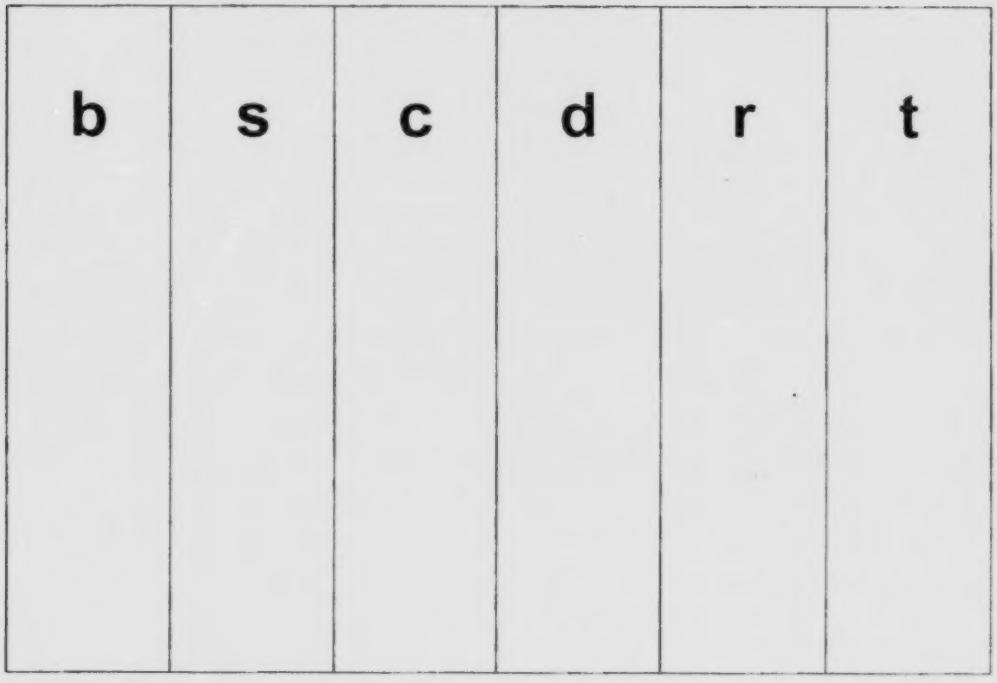
dress	**trap**	**broth**
bright	**cream**	**stick**
scare	**dream**	**scare**

NEXT:

- Return to objective
- Next session: to look at consonant clusters at the beginnings and ends of words

NOTES:

Session 6 resources: Letter fans

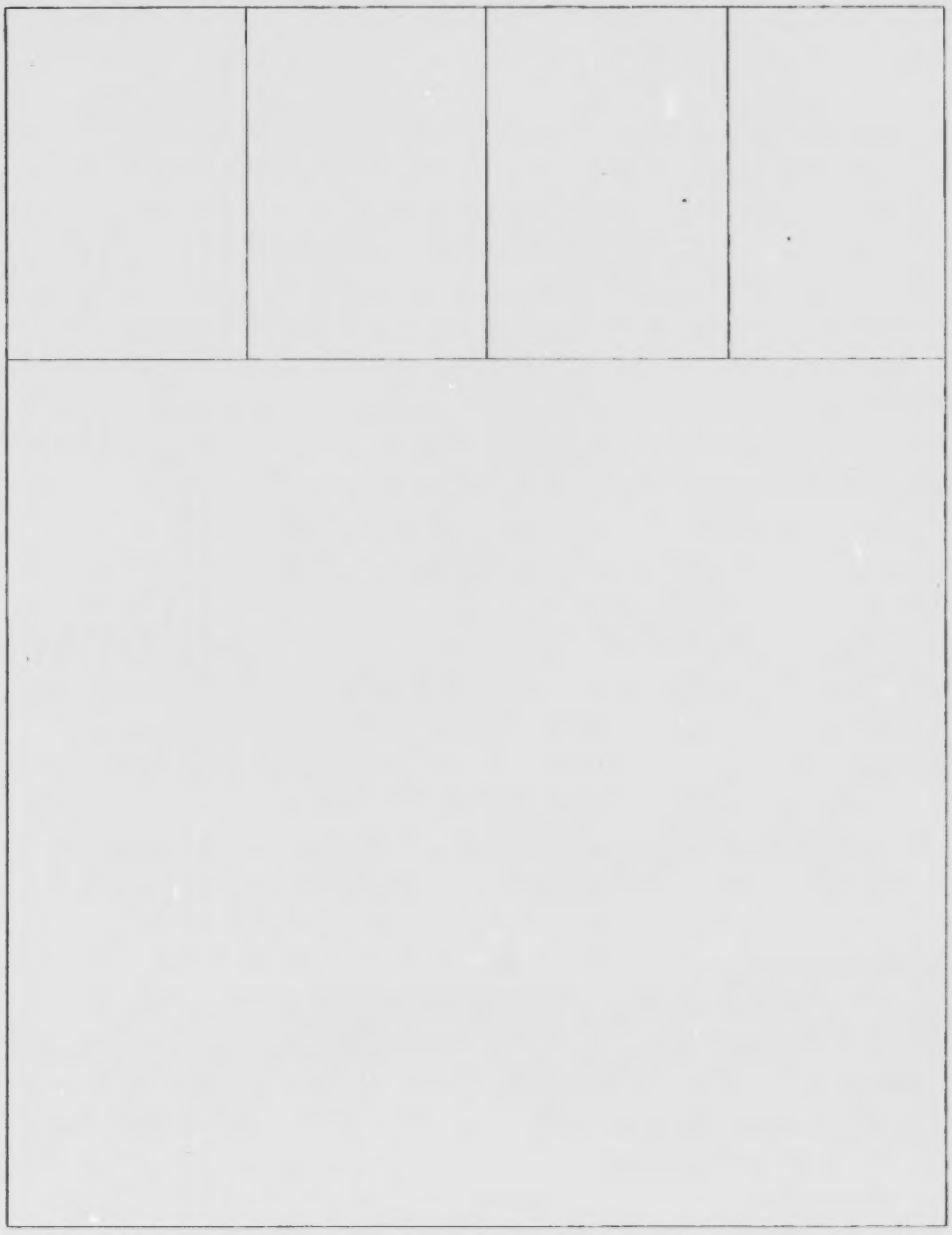


Instructions for making:
Each pupil will need a fan.

1. Cut letters into strips along the black line (photocopy onto card first for additional strength if required).

2. Join at the bottom with a paper clip or treasury tag so pupils can fan them out and select from them.

Session 6 resources: Four-phoneme frame



Session 6 resources

b	s	c
d	r	t

UNIT: **Phonics Unit**		SESSION: 7
OBJECTIVES: • To identify the four phonemes in CCVC and CVCC words • To read and spell CCVC and CVCC words	**KEY TERMS:** • Consonant cluster • CVVC / CCVC / CVCC	**YOU WILL NEED:** • Whiteboards and pens • Four-phoneme frame

REMEMBER:

- Remind pupils about consonant clusters and digraphs, eg in word **fleck**. Pupils to identify consonant clusters and digraphs and explain the difference between them. Words to be used: **trim, ship, chop, crack, mash**

MODEL:

- Show how to add the final consonant to a CVC word. Write **hum** in a four-phoneme box

h	u	m	

Add **p** to make **hump**

h	u	m	p

- Write **bus** in a four-phoneme box

b	u	s	

Add **k** to make **busk**

b	u	s	k

- Model the same process with **sin** (**sink**) and **ban** (**bank**)

TRY:

- Play 'Sliding in' game. Pupils have three letters to choose from. All the words will end in /**t**/. The pupils have to decide whether there is a /**s**/, /**l**/, /**n**/, or a vowel phoneme before the final /**t**/.

			t

Words: **most, moult, moat, jest, jet, gent, bolt, boat, boast, belt, bet, bent, best, colt, coast, coat, net, knelt, nest, dent**

APPLY:

- Play word building game in pairs

a	e	ea	i	o	u	l
ll	g	p	n	s	m	th
t	d	w	k	b	r	c

- How many CCVC or CVCC (or CVVC) words can the pupils make? List all the words made on whiteboards

SECURE:

- Go over words made by pairs of pupils

NEXT:

- Return to the objective:
- Next session: to read and spell verbs ending in **ing**

NOTES:

Session 7 resources: Word building game

a	e	ea	i	o	u	l
ll	g	p	n	s	m	th
t	d	w	k	b	r	c

UNIT: **Phonics Unit**		**SESSION: 8**
OBJECTIVES: • To read and spell verbs ending in **ing**	**KEY TERMS:** • Verb • Suffix • Medial vowel	**YOU WILL NEED:** • Word match cards • Word sort cards
REMEMBER: • Go over meanings of words • Remind pupils of the vowel rap • Pupils to read the following words: **stand cut stick wish pat** **spread chop run beg hiss**		
MODEL: • Introduce session objectives: to read and spell verbs ending in **ing** • Tutor to put some of these words into sentences: I **stand** here I **chop** wood Snakes **hiss** scarily I **cut** the paper What do they notice about these words? (They all contain short medial vowels and are all verbs) Explain what a verb is. Ask for other examples from the pupils.		
TRY: • Orally add **ing** to all the verbs initially looked at – act out by doing the action! I am **standing** here I am **chopping** wood Snakes are **hissing** scarily I am **cutting** the paper		

APPLY:

- Play "Word match". Pupils are to collect the matching cards, eg **cut** and **cutting**

stand	standing	stick	sticking
cut	cutting	wish	wishing
pat	patting	spread	spreading
chop	chopping	hiss	hissing
run	running	beg	begging

- Draw pupils' attention to the words with **ing** added – what can they notice about the words – have any changed?
- Play "Word sort" with the above words ending in **ing**. Sort into two columns from their findings – *words that change* and *words that don't*.
- Look at the finished word sort. Do the pupils notice anything about the words where **ing** is added without making any changes (they all end in a double consonant). Do the pupils notice anything about the words that do change when **ing** is added (they all double the final consonant).
- Pupils to create generalisations: If a verb with a short medial vowel ends in a *double* consonant add **ing** without making any changes. If a verb with a short medial vowel ends in a *single* consonant then this must be doubled before adding **ing**.

SECURE:

- Check rules out with other examples.
- Pupils to sort cards into two columns – those where the final consonant will have to be doubled before adding **ing** and those where **ing** can just be added.
- Words:

hit	**fan**	**blank**	**sap**
plant	**lend**	**sing**	**think**
flap	**grin**	**hand**	**sit**

- Check with prompt sheet

NEXT:

- Return to objectives:
- Next session: continued work on adding **ing** to verbs

NOTES:

Session 8 resources: Words for word match

stand	standing	stick	sticking
cut	cutting	wish	wishing
pat	patting	spread	spreading
chop	chopping	hiss	hissing
run	running	beg	begging

Session 8 resources: Words for word sort

hit	fan	blank	sap
plant	lend	sing	think
grin	hand	sit	flap

UNIT: **Phonics Unit**			**SESSION: 9**
OBJECTIVES: • To read and spell verbs ending in **ing**	**KEY TERMS:** • Suffix • Verb • 'Rap' or short vowel • Consonant		**YOU WILL NEED:** • 'Adding **ing**' game • Blockbusters board

REMEMBER:

- Pupils to recite the vowel rap
- Tutor to write **helping** and **mopping** on the whiteboard – ask pupils what has happened to these two words once **ing** has been added
- Ask pupils to explain the rules generated last session (if a word has a short vowel sound followed by only one consonant then the final consonant must be doubled before adding **ing**)

MODEL:

- Play the 'Adding **ing**' game

bring				wink				pinch			
win				Plan				pin			
slip				Stop				clap			
help				smell				slam			
drum				Swim				crunch			
bend				Pad				bid			
n	n	n	p	p	p	m	m	m	d	d	d
ing	ing	ing	ing	ing	ing	ing	ing	ing	ing	ing	ing
ing	ing	ing	ing	ing	ing	ing	ing	ing	ing	ing	ing

TRY:

- Introduce the Blockbusters game (a hexagonal grid with each hexagon containing a verb with short vowel sound which could have **ing** added). The pupils (in pairs) have to take the top card from a pile of face down cards (each card will say either '*add* **ing**' or '*double the consonant and add* **ing**'). The pupils have to choose an appropriate verb for that card and this is then marked as theirs. The aim of the game is to get from one side of the board to the other. The pupils have to start at an edge and can only choose hexagons that join.

APPLY:

- Pupils to complete the Blockbuster game

SECURE:

- Go over Blockbusters game

NEXT:

- Return to objective:
- Next session: further practice at adding **ing**

NOTES:

Session 9 resources: Add –ing game

bring	wink	pinch
win	plan	pin
slip	stop	clap
help	smell	slam
drum	swim	crunch
bend	pad	bid

n	n	n	p	p	p	m	m	m	d	d	d
ing	ing	ing	ing	ing	ing	ing	ing	ing	ing	ing	ing
ing	ing	ing	ing	ing	ing	ing	ing	ing	ing	ing	ing

UNIT: **Phonics Unit**		SESSION: 10
OBJECTIVES: • To read and spell verbs ending in **ing** and **ed**	**KEY TERMS:** • Suffix • Verb • 'Rap' or short vowel • Consonant	**YOU WILL NEED:** • Cloze procedure sheet
REMEMBER: • Pupils to recite the vowel rap • Tutor to write **planting** and **sobbing** on the whiteboard – ask pupils what has happened to these two words once **ing** has been added • Ask pupils to explain the rules generated last session (if a word has a short vowel sound followed by only one consonant then the final consonant must be doubled before adding **ing**)		
MODEL: • Cloze procedure sheet. Tutor to explain the cloze procedure sheet, and show how to fill in the first blank.		
TRY: • The tutor should read out the full version of the extract, allowing the pupils time to add the correct **ing** ending.		
APPLY: • Introduce the simple past tense ▪ 'I chop a log' – *what if I did it yesterday?* 'I chopped a log' ▪ 'I plant a seed' – 'Yesterday, I planted a seed' ▪ 'The tap drips' – 'Yesterday the tap dripped' ▪ 'The boy taps at the window' – The boy tapped at the window' ▪ *What happens to these verbs when they are put into the past tense? – add 'ed'* ▪ What do the pupils think will happen when **ed** is added? • Make pupils aware that not all verbs add **ed** for the past tense. The most common ones are often irregular and make other changes than adding **ed**.		

SECURE:

- Play 'Adding **ed**' game. Words:

Add			plant			hand		
Plan			fill			slam		
Pin			walk			drip		
Slip			trim			drum		
p	P	p	m	m	m	n	n	n
ed		ed		ed		ed		ed
ed		ed		ed		ed		ed

NEXT:

- Return to objective:
- Next session: Spelling pattern **wa**

NOTES:

Session 10 resources: Cloze procedure

Slipping silently through the door, my head was **throbbing** and I could feel my knees **knocking** as I waited for them to pass me. It was pitch black in the room, and I could see nothing. But there were noises. First I heard a distant **scratching,** then a **tapping**. Next a **buzzing** and **humming** noise echoed through the room. I was **standing** with my back to the wall, **wishing** I could be somewhere, anywhere, else. Suddenly, there was a series of muffled bangs, and as I became accustomed to the dark, I began to see the outline shapes of some small creatures. They were **jumping** down from the walls, **tripping** over each other in their haste to get to me. Unless my eyes were **tricking** me, they appeared to be . . . .

Slip____ silently through the door, my head was **throb**____ and I could feel my knees **knock**____ as I waited for them to pass me. It was pitch black in the room, and I could see nothing. But there were noises.

First I heard a distant **scratch**____, then a **tap**____. Next a **buzz**____ and **hum**____ noise echoed through the room. I was **stand**____ with my back to the wall, **wish**____ I could be somewhere, anywhere, else. Suddenly, there was a series of muffled bangs, and as I became accustomed to the dark, I began to see the outline shapes of some small creatures. They were **jump**____ down from the walls, **trip**____ over each other in their haste to get to me. Unless my eyes were **trick**____ me, they appeared to be . . . .

add	plant	hand
plan	fill	slam
pin	walk	drip
slip	trim	drum

p	p	p	m	m	m	n	n	n

ed	ed	ed	ed	ed	ed
ed	ed	ed	ed	ed	ed

UNIT: **Phonics Unit**		**SESSION: 11**
OBJECTIVES: • To investigate the spelling pattern **wa**	**KEY TERMS:** • Phoneme	**YOU WILL NEED:** • Words for word sort

REMEMBER:

- Share homework challenge
- Recap on rules for adding **ing** and/or **ed**

MODEL:

- Introduce session objectives: to look at the **wa** spelling pattern
- Write these words on a whiteboard and ask the pupils to read them

  want
  was
  watch
  wasp
- What do the pupils notice about the **wa** in all these words? (**a** actually sounds like an /**o**/)

TRY:

- Word sort activity: pupils to sort the following words into words with an /**o**/ and those with an /**a**/ phoneme.
- Words to sort:

way	wander	wax
want	was	watch
wallet	wasp	watt
what	wash	waffle
wag	wand	wagon
swan	swamp	swap

APPLY:

Pupils to note that **a** is a very common way of writing the phoneme /**o**/ after the letter **w**, even if there is an **s** before the **w**. When they hear the phoneme /**o**/ after a **w**, they should think of using the letter **a** to represent it.

SECURE:

- Play Spelling Challenge

  *'I **want** to play too!' she cried*
  *I **was** going to the park, when suddenly.....*
  *We need to **watch** out for the bus as it's often early.*
  *I had to **wash** all my new clothes.*
  *We had to tell them exactly **what** had happened.*

NEXT:

- Return to objective:
- Next session: to read two-syllable words

NOTES:

Session 11 resources: Word sort

way	wander	wax
want	was	watch
wallet	wasp	watt
what	wash	waffle
wag	wand	wagon
swan	swamp	swap

UNIT: **Phonics Unit**		SESSION: 12
OBJECTIVES: • To read two syllable words • To revise adding **ing** to verbs	**KEY TERMS:** • Syllable • Vowel • Consonant	**YOU WILL NEED:** • Word grid • Worksheet
REMEMBER: • Homework challenge: share any words found • Remind pupils of vowel rap / short vowel sounds • Write the following words on a dry whiteboard. Ask the pupils to read them then explain what they would have to do to add **ing** to the following words: **bring** **help** **shut** **flap**		
MODEL: • Introduce session objectives: to read two- and three-syllable words. • Write a two-syllable word on the board (eg **washstand**) • Show pupils how to read the word by finding the vowels in the word and then reading around them. • Encourage the pupils to underline the vowel(s) in a word, read the letters around the vowel, then blend the letters around the vowel. This should give the first syllable. • Repeat this process with the second group of letters, then say the whole word. • Make sure the pupils are aware of the two syllables – tap them out as you say the word. • Explain what a syllable is.		
TRY: • Pupils to practice reading two-syllable words from worksheet • Encourage pupils to underline the vowels, read around them, move onto 2nd syllable, read out their words		
APPLY: • "Word choice" game • Grid containing two-syllable words • Pupils to choose a grid reference for the word they want their neighbour to read		

SECURE:

- Extend to three syllables through
  inject object backpack catnap kidnap
- Ask pupils to add **ing** to these words (remember the rules!!)

NEXT:

- Return to objective
- Next session: reading and spelling two- and three-syllable words

NOTES:

Session 12 resources: Word choice

Worksheet

sunset
laptop
granddad
backpack
Patrick
swallow
tenpin
handbag

Word Grid

shellfish	hamstring	wigwam	milkman
catnap	swamping	wander	object
inject	slapstick	flapjack	inject

UNIT: **Phonics Unit**		**SESSION: 13**
OBJECTIVES: • To spell two and three syllable words • To revise adding **ing** or **er** to verbs	**KEY TERMS:** • Syllable • Vowel • Consonant	**YOU WILL NEED:** • Whiteboards and pens
REMEMBER: • Share homework challenge: • Remind pupils of 'rap' / short vowels • Pupils to explain how to read two- or three-syllable words such as : **hobnobbing, swamping, watchstrap** etc		
MODEL: • Introduce session objectives: to spell two- and three-syllable words • Tutor to clap / tap out syllables in pupils' names to ensure they can hear syllables in multi-syllabic words, eg **Sha bi na** (3) **Kath er yn** (3) **Da ny** (2) • Show pupils how to segment each syllable into phonemes. Use regular two-syllable words, eg **bandstand** ▪ Orally break into syllables ▪ Orally segment each syllable into phonemes **/b/ /a/ /n/ /d/** then **/s/ /t/ /a/ /n/ /d/** ▪ Put the two syllables together and spell • Model process three or four times.		
TRY: • Tutor to read out some words from previous session. In pairs, pupils to use whiteboards and try to spell each word		
APPLY: • Spelling challenge! ▪ *The **milkman** left three pints of milk.* ▪ *The **object** of the game is to get three in a row* ▪ *My **watchstrap** has broken.* ▪ *The **handbag** was left on the table* ▪ *I don't like to eat **shellfish**.* ▪ *I went **camping** in the holidays.* • Point out to pupils the **/o/** phoneme in **watch** is represented by the letter **a**		

SECURE:

- Extend to spelling three-syllable words, eg **backpacking, hobnobbed, injecting, objecting, swallowing, wandering.**
- Pupils to break each word into syllables, sound out each syllable and write appropriate phonemes.

- Tell pupils they have now finished the unit and congratulate them on what they have learned. They can now move to the phonics LPU to consolidate their learning and move to the next stage.
- Use the phonics LPU assessment to check what they have learned from the Foundation Unit.
- Their work will need to be monitored to ensure they continue to apply their learning.
- It is worth making all teachers aware of what has been learnt in the unit so they can all ensure pupils apply their learning.

Appendix 1

Instructions for games

Sliding in game
(Required for sessions 1, 2, 6 and 7)

- Pupils need either the three- or four-phoneme frame according to the instructions. They also need cards with letters which represent the phonemes being covered.
- As the phoneme is said, the pupils push the relevant letter(s) into the frame on sheet eg in **d-o-g**, **d** goes in the first frame; **o** in the second and **g** in the third.
- It is important that the pupils slide the phonemes in the right order.

Vowel rap
(Sessions 4, 5, 8)

To be said with rhythm, using the short vowel phoneme!

a – e – i – o – u
That is how we say them
a – e – i – o – u
That is how we play them
We say them soft, we say them loud
Of our vowels we are proud
a – e – i – o – u (whispered)
a – e – i – o – u (normal or even shouted if you can bear it)
That is how we say them

Full circle
(Session 3)

You need whiteboards and letter cards for the words in the game.

- Tutor writes the word **sat** on a whiteboard. He or she reads the word; the pupils read the word and work out the three phonemes: /**s**/ /**a**/ /**t**/
- Tutor then says: *I am going to say a word like **sat**, but with a different phoneme*
- Tutor says **fat**.
- The pupils repeat the word and then the separate phonemes /**f**/ /**a**/ /**t**/
- The tutor passes the whiteboard to a pupil and asks him/her to write **fat** on his/her whiteboard so the rest of the pupils cannot see it.

- The tutor then repeats the two words and asks another pupil to say which phoneme has changed.
- S/he then asks the pupil to select the letter from those on the table
- The choice of letter is then checked with the whiteboard version to see if they are the same. If they are not, say the words and the separate phonemes again and ask the group to decide which is correct and then sound the phonemes again to reinforce.
- Continue, giving every pupil a turn until you return to **sat** and then you say *"full circle!"*.

Method 2 for confident pupils

You will need large letter cards with the letters representing the phonemes on eg **s**; **a**; **t**; **f** ; **l**; **p**; **u**; **o**;

- Give the letters out so that each pupil has at least one card.
- Ask three pupils to stand and form the word **sat** using their cards
- The tutor read the word and then says the separate phonemes.
- The tutor says the word **fat**, and the pupil with the **f** stands and goes to replace the pupil with the **s** at the beginning of the word.
- The tutor continues reading and pupils get up to replace the phoneme/letter which has changed.
- As the tutor returns to the word sat, the pupils shout *"full circle!"*. Confident learners should be able to do it without being prompted.

Word match
(Session 8)

You will need a set of the cards.

- The cards are placed face down on the table.
- The pupils take turns to turn two cards over: if they get a pair eg **cut** and **cutting**, they keep the pair.
- They continue until all the pairs have been taken
- The winner has the most pairs.

Handwriting and presentation unit

Contents:

Unit overview

Assessment

Pupil samples

Resource sheets

Description of Sessions

Unit overview

Aim

- To encourage a clear cursive script through adjusting the way pupils write rather than changing their style.
- To encourage the link between writing and spelling.
- To improve the quality of presentation.
- To encourage appropriate choices of presentation.

Who might benefit?

- Pupils scoring 1 or 2 for handwriting in the KS2 test. Note though that those scoring 3 may need support to ensure speed and fluency.
- Pupils for whom handwriting is difficult and whose progress in writing is held back through lack of a clear, fluent style.
- Pupils with weak fine motor skills.

The unit

- Detailed content appears at the start of the unit.
- Most sessions are divided into two: handwriting and presentation. If the pupil needs only handwriting **or** presentation, then follow A (handwriting) or B (presentation) as appropriate.
- Presentation ceases at session 14. Sessions 15 – 20 require only 10-minute handwriting sessions, so it would be possible to complete two handwriting sessions in 20 minutes.
- You may wish to use only the handwriting element in short 10-minute bursts in eg tutor time or take 20 minutes and complete two sessions
- Session 21 is a 20-minute review session.

Assessment

- Analysed examples of writing appear first in the unit to help you decide what will help your pupils most.
- The examples look at particular features and suggest ways of improving them. Consider your pupils' samples against the given examples to decide what your pupils need to learn.
- Pupils need only follow those sessions which support their needs.

Targets

- Pupils set targets for handwriting and presentation. It is important that each handwriting target is met before moving on to the next. Try to ensure pupils bring a piece of work to each session which shows how they are applying their presentation target.

ASSESSMENT

Target setting and helpful hints

On the following pages are samples of pupils' writing. They are all "real" pupils, who were asked to copy out a passage from Swiss Family Robinson within a five-minute time limit. You will be asking your groups to do the same activity, and the following points may be useful before starting to analyse the texts you will receive:

- Only one aspect of handwriting can be changed at a time.
- It is hard to set a time scale on this as different pupils will take different amounts of time.
- It is important to start with positives – try to find as many positives as actions for change.
- Recognise that each pupil has been taught in a different way.
- Don't try to change the style they have been taught. However, sometimes they need reminding what they have been taught.
- It is very useful to have visited the Junior Schools in your area to see how handwriting is being taught.
- Use this as an opportunity to link *spelling* to *handwriting* i.e. the flow of letters re-enforcing memory.
- Be flexible with the target setting – work at the pace of the pupils.
- Stress the importance of taking the group work into lessons.
- It is useful to pair pupils up if they are in the same class and get each to remind the other of their target.
- The pupils' whiteboards can be laminated pieces of card.
- Make a big display at the end showing all the work achieved.

Swissfamily Robinson. 1.5.01 07

The Storm had lasted for almost a week and it was getting worse. Our ship had been blown far off course and we got were lost. Suddenly there came a cry of "Land ho!" but at that moment the ship struck a Rock and began to sink

SAMPLE 1

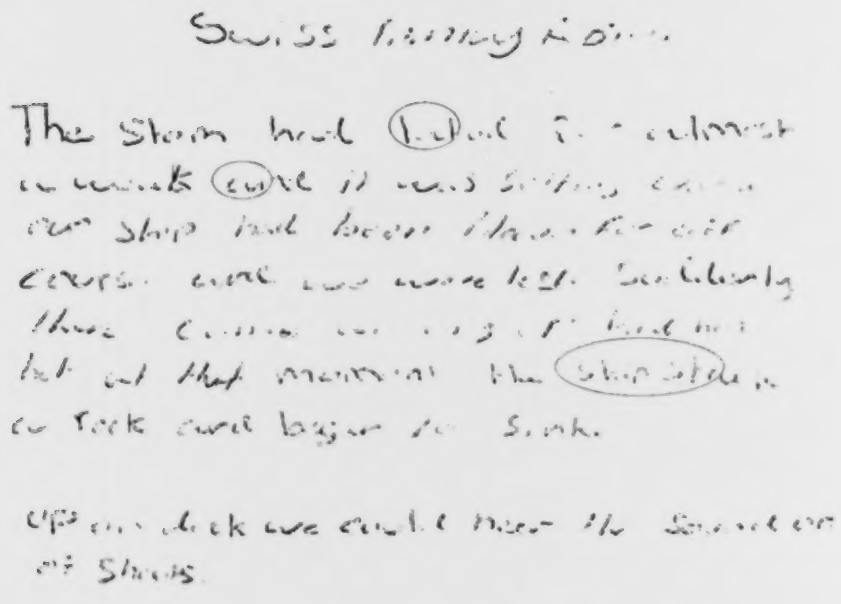
This is a sample by a Year 7 pupil.

The following areas should be praised:

- Some letters have good joins so this can be built on.
- Most letters are a good even size.
- Most words sit on the line.
- Accurate copying of *"Land ho!"*
- Good use of margins

It needs to have the following targets, which are all covered throughout this course:

- Letter **f** flow very awkward and inconsistent shape.
- Letter **s** - size too tall and looks like a capital letter.
- Crossing out.
- Speed of writing - this pupil would find it really hard to keep up with class work.
- Underlining of heading and date.



SAMPLE 2

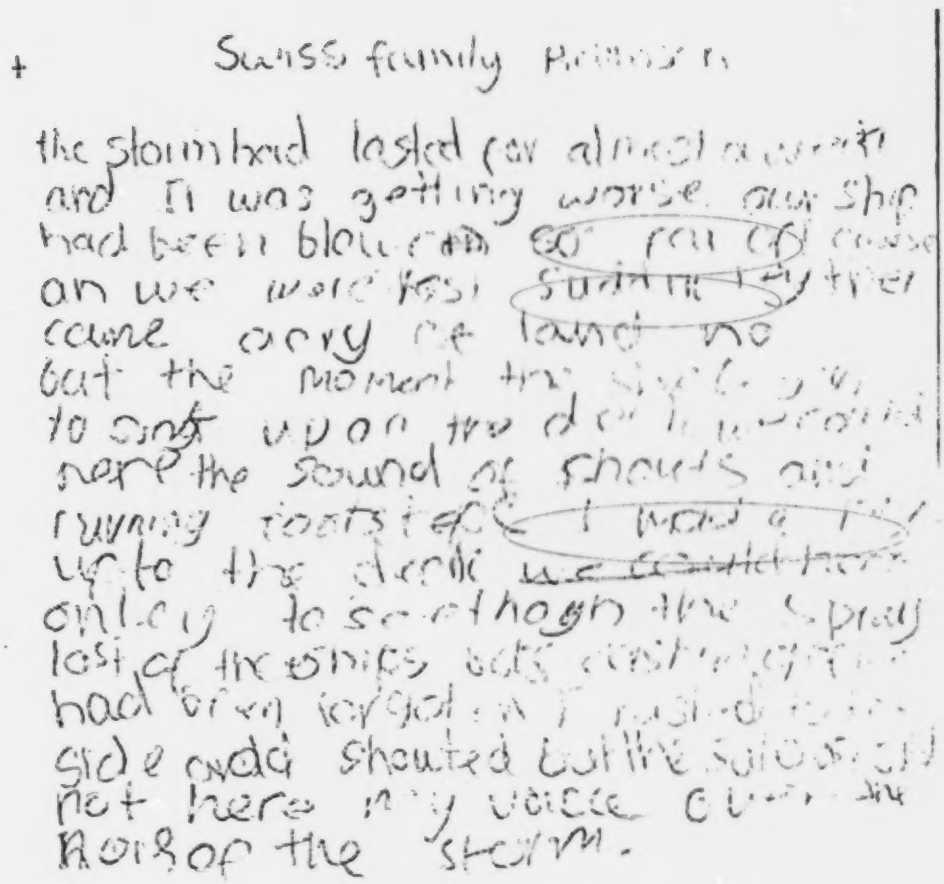
This sample was by a Year 8 pupil.

The following areas should be praised:

- Reasonable length of writing completed.
- Words reasonably on the line.
- Good use of margins and spacing.
- Punctuation included.

It needs to have the following targets, which are all covered throughout the course:

- Needs to decide on direction of writing - obviously still not sure of the style he wants. Decide on /// or ||| or \\\.
- Letter **s** - size too tall and looks like a capital letter.
- Letter **a** - top of the letter open.
- Joining up is a concern - check if he was taught to join letters.



SAMPLE 3

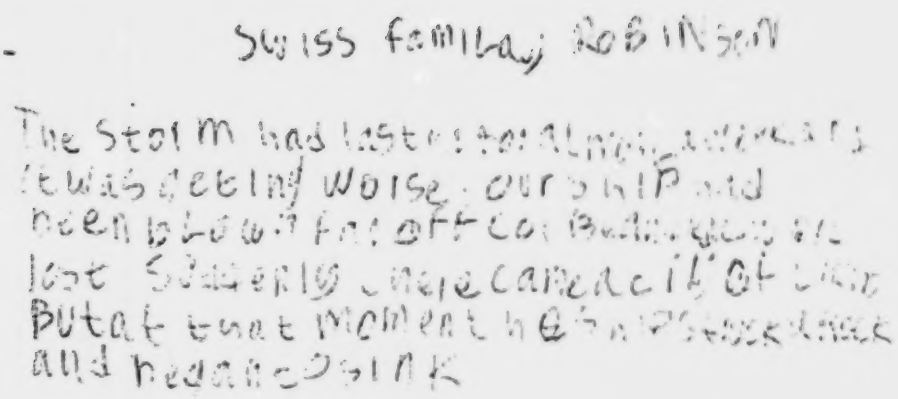
This sample came from a Year 7 boy who is dyspraxic and dyslexic so his problems are as complex as his writing. Decisions would have to be made about what to work on, as it would be easy to discourage him.

The following should be praised:

- The words are generally clear and easy to read.
- Most words are on the line.
- Some letters are joined up.
- Managed to write a lot in 5 minutes.

The following should be targeted for improvement:

- Taking more time and being more accurate.
- Developing more joins between letters so that each word is separated from the next.
- Avoiding crossing out.



SAMPLE 4

This pupil is in Year 7 and is struggling with most aspects of the curriculum. His needs are complex but need addressing over a long period of time. It is a matter of selecting the priority targets and taking time over each target.

The following should be praised:

- It is possible to read the text.
- It was hard work for him to do but he managed to write for 5 minutes.
- Many letter shapes are good and can be developed quite easily.

The following should be targeted for improvement:

- Re-looking at pen hold and type of pen used. A shaped holder may be useful.
- Finding out if he had been taught to write in a cursive style.
- Encourage joining up of letters.
- Observe how he copies from a text - a tracker may be a help.
- Speed of writing - at this speed he cannot keep up with class work.

Swiss family Robinson.

The storm had lasted for almost a week
and it was getting worse.
Our ship had been blown far off course
and we were lost.
Suddenly there came a cry of "Land ho!"
but at that moment the ship struck a rock
and began to sink.

Up on deck we could hear the foul sound of
Shouts and and ~~caring~~ running footsteps.
I made my way up to the deck.

SAMPLE 5

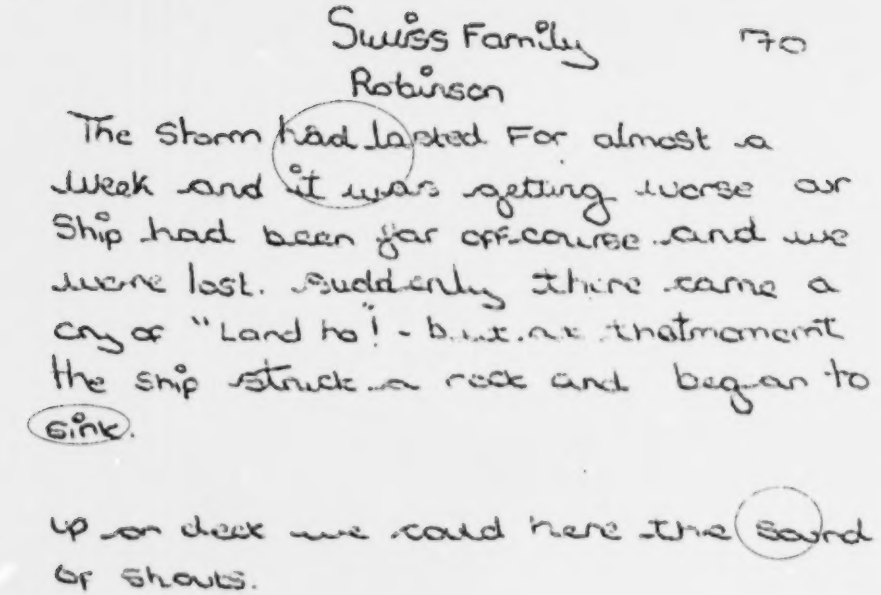
This Year 7 pupil is developing quite a good style, but wants to make his handwriting more "adult".

The following areas should be praised:

- Well-spaced and easy to read.
- Fairly accurate copying.
- Some good letter joins
- Good use of the line to write on.

The following should be targeted for improvement:

- Letter **s** is too large, looks like a capital letter.
- Angle of letters irregular - eg the **f** slopes forward, other ascenders are upright.
- Some words have good joins; this needs to be extended.
- Avoid crossing out even though this has been done neatly.


Swiss Family 70
Robinson

The Storm had lasted For almost a week and it was getting worse our Ship had been far off course and we were lost. Suddenly there came a cry of "Land ho!" - but at that moment the ship struck a rock and began to sink.

Up on deck we could here the sound of shouts.

SAMPLE 6

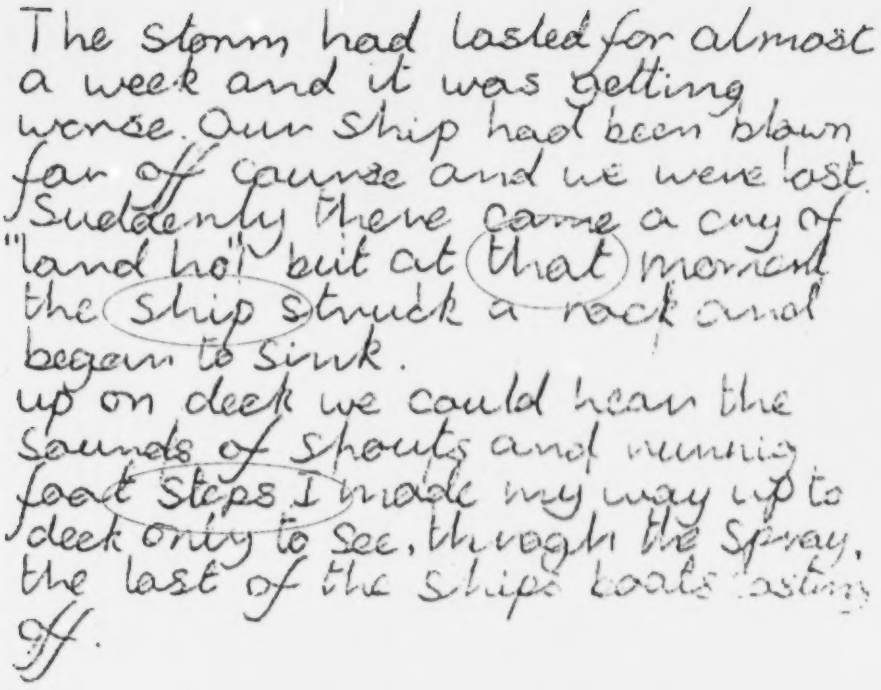
This sample by a girl in Year 7 is really very good. However, she is not satisfied and wants her handwriting to improve.

The following areas should be praised:

- Clear, easy-to-read, handwriting.
- Well-spaced.
- A good cursive style for many words; these can easily be extended.
- Accurate copying except for the word **here**.

The following targets would help her:

- To keep on the line.
- To be more consistent with some letters such as **u**. Sometimes the letter has a down stroke but not in other words.
- To avoid the **o** over the letter **i**. This is often used by girls and can turn into a heart. (I call it their romantic phase)
- Letter **S** needs to be correct size.


The storm had lasted for almost
a week and it was getting
worse. Our ship had been blown
far off course and we were lost.
Suddenly there came a cry of
"land ho!" but at that moment
the ship struck a rock and
began to sink.
up on deck we could hear the
sounds of shouts and running
foot steps I made my way up to
deck only to see, through the spray,
the last of the ships boats casting
off.

SAMPLE 7

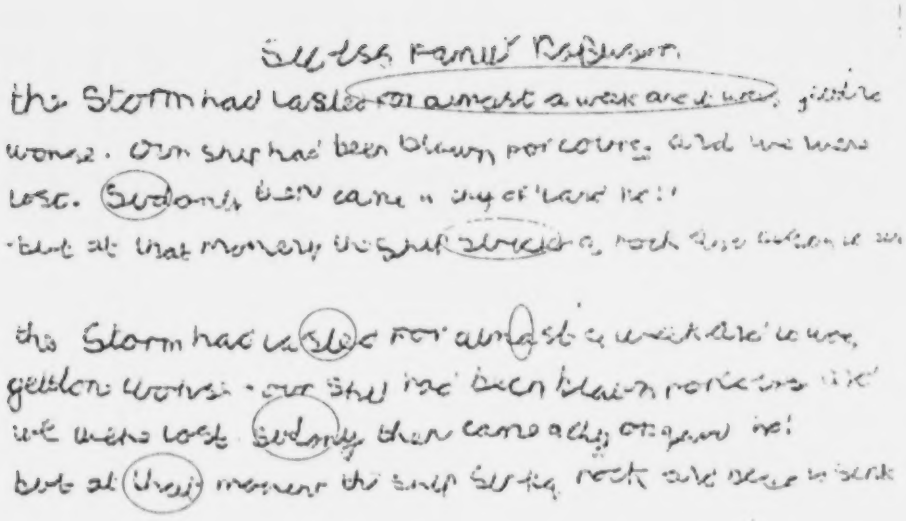
This Year 7 pupil has a strong cursive style with a lot of character. However, when he hurries it becomes hard to read.

The following should be praised:

- Handwriting has a lot of character and needs little change.
- It should be a fast style of handwriting as most letters are joined up.
- Copying is accurate.
- A reasonable amount written for the time allowed.

It can easily be made clearer by using the following targets:

- Make sure that all ascenders and descenders are ///. Use the strong forward stroke.
- Letter **s** - show other ways to reduce the height of this letter.
- Give a little more space to each word.



SAMPLE 8

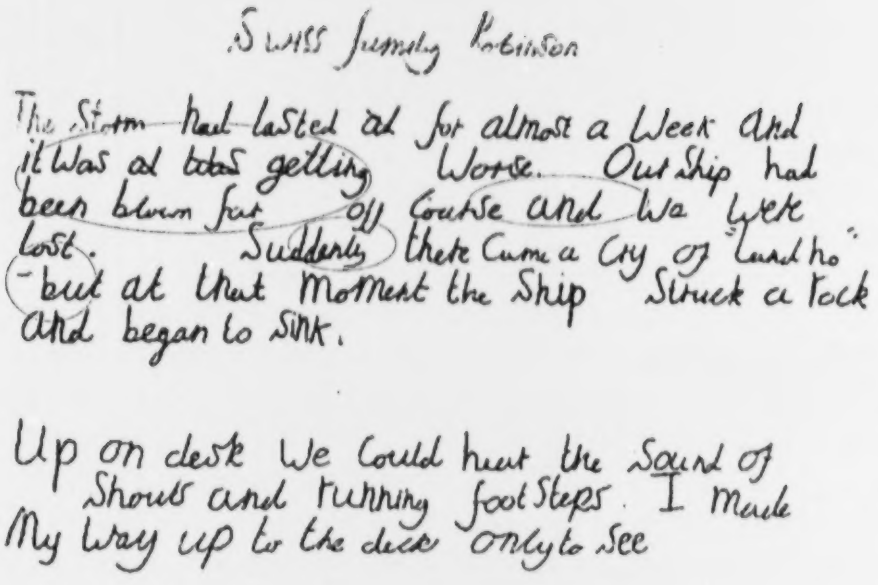
This sample by a Year 7 pupil is quite hard to read. The motor control is very poor and it has been very hard work to do. The pupil finds writing tiring and is very inaccurate. (The same passage is copied twice.) This pupil would find class work very hard and it is unlikely that he would be able to read his own work. Although the course covers all aspects needed, he would need more time spent with him on a 1:1 basis.

The following should be praised:

- The full use of the line, up to the margin.
- Some good joining of letters.
- A great effort made to complete this amount of writing

Target initially:

- Spacing of words
- Shape of letters - especially completing letters such as the **t**.
- The letters **u**, **a** and **o**
- Copying short sentences accurately.


Swiss Family Robinson
The Storm had lasted ad for almost a Week and it Was al totas getting Worse. Our Ship had been blown fast off Course and We were lost. Suddenly there Came a Cry of "Land ho" - but at that Moment the Ship Struck a rock and began to sink.
Up on deck We Could heart the Sound of Shouts and running foot Steps. I Made My Way up to the deck Only to See

SAMPLE 9

This sample by a Year 7 pupil shows how hard it is for some pupils to copy even when the text is in front of them.

The following should be praised:

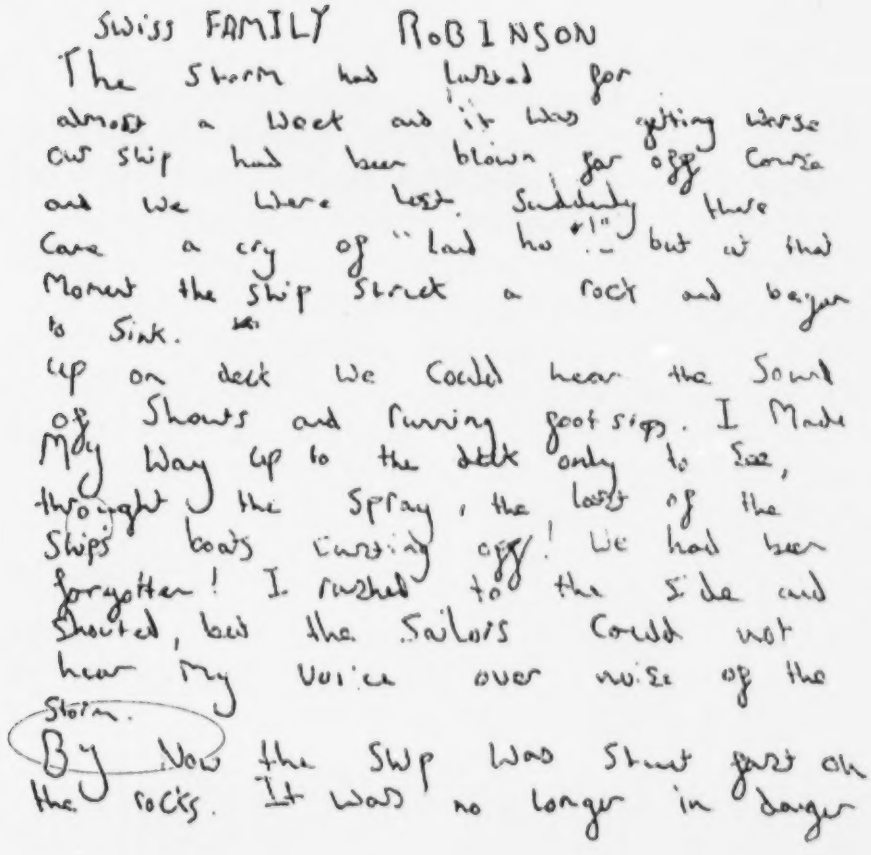
- Some words have a good cursive style that can be developed.
- The whole line is used and the writing is on the line.
- It is fairly easy to read.
-

The tutor should start by checking:

- How many words can be copied without looking up.

Then target:

- Working on spacing of words and tracking.
- Using the alphabet to show size of letters in relationship to each other.
- When capitals should be used and what they look like.



SWISS FAMILY ROBINSON

The storm had lasted for almost a week and it was getting worse our ship had been blown far off Course and we were lost. Suddenly there Came a cry of "Land ho!" but at that Moment the ship struck a rock and began to sink.

Up on deck We Could hear the Sound of Shouts and running foot steps. I Made My Way up to the deck only to see, through the Spray, the last of the Ships boats Casting off! We had been forgotten! I rushed to the side and Shouted, but the Sailors Could not hear my voice over noise of the storm.

By Now the Ship was Stuck fast on the rocks. It was no longer in danger

SAMPLE 10

This sample by a pupil in Year 7 is very complex and has obviously been rushed as he has completed a lot in the allocated 5 minutes.

The following should be praised:

- The amount of work completed in the time.
- The good use of a cursive style for many words.
- The accurate copying.

There are a lot of targets that could be set but the following will help most:

- Spacing and paragraphs - Sessions 4B and 12B would be useful.
- Descenders - work on letters **y** and **p**.
- Letter shapes and sizes.
- Use of capital letters.

Resource sheets

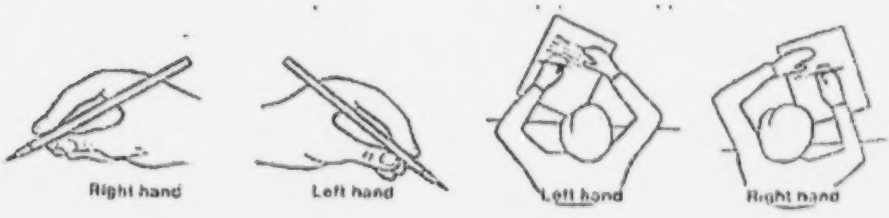
Points to make about handwriting

Include suggestions such as:

- Writing should be easy to read.
- Pupil should be able to read it back.
- Shows character of person
- Shows how someone thinks - their ideas
- Be fast enough to complete work in class.
- Flow easily so the shape of words is easily remembered (helps spelling)

How to hold a pen

The diagrams below give indications of how to hold a pen and the correct positioning of paper.



It is often helpful to find an adult who is left-handed to assist a pupil who has problems with pen hold or the position of the paper. Awkward or unusual positions often work, and it is not necessarily correct to change these.

Sample text for copying

Any text can be chosen, but the passage below is very suitable. It includes the following aspects which need to be considered.

- Suitable for boys and girls.
- Complete range of letters.
- Interesting punctuation.
- Short sentences.
- Proper nouns
- Hyphens / exclamation marks.
- Familiar story.

SWISS FAMILY ROBINSON

The storm had lasted for almost a week and it was getting worse. Our ship had been blown far off course and we were lost. Suddenly there came a cry of "Land ho!" – but at that moment the ship struck a rock and began to sink.

Up on deck we could hear the sound of shouts and running footsteps. I made my way up to the deck only to see, through the spray, the last of the ship's boats casting off! We had been forgotten! I rushed to the side and shouted, but the sailors could not hear my voice over the noise of the storm.

By now the ship was stuck fast on the rocks. It was no longer in danger of sinking, so I returned to my family to calm their fears. We spent the night listening to the storm, which gradually died away. Next morning all was quiet. The wind had dropped, and the sea was calm.

Since all the boats had gone, we would have to make one. We searched the ship, and found food, tools, guns and even some animals – two dogs, some sheep, cows, goats, hens and a pig! My wife fed the animals while my sons, Fritz, Ernest, Jack and little Francis, helped me to make a boat out of planks and barrels.

Early next morning we launched our strange boat and slowly paddled to the nearby island. We call it New Switzerland, after our homeland. Tall palm trees swayed in the breeze and beneath them the grass was rich and green.

HANDWRITING/ PRESENTATION CHECK LIST

NAME FORM

DATE	ACTION AGREED	WHEN ACHIEVED

PRESENTATION CHECK LIST.

Sample No.	Clear title/ date	Writing on the line	Heading under-lined	Writing up to margin	Para-graphs clear	Well-spaced writing	No crossing out	Clear diagrams	Labelled diagrams

This simple table can be adjusted to suit the tutor delivering the unit. The suggestion is to use a selection of written work which will then be looked at in some detail over the following sessions. The units can be adapted to meet the needs of the group and sessions missed out as required.

Letter cards

Session 3A: Sample f

This will be an A4 piece of card with copied shapes on and then laminated.

Tutors need to hand draw these - the above are only to illustrate.

Tutors will need similar cards for other Sessions:

Session 4a
With s and relevant words

Session 5a
With r and relevant words

Sessions 6a, 7a
With g j p q y and relevant words

UNIT: HANDWRITING and PRESENTATION

1	Review of handwriting and presentation: set targets		
2	Review of seating, grip, equipment & storage. Trying different pens. Set targets		
3a	Letter **f**	3b	Using margins
4a	Letter **s**	4b	Leaving lines and space
5a	Letter **r**	5b	Crossing out
6a	Descenders - style	6b	Underlining and headings
7a	Descenders - orientation	7b	Numbered answers
8a	Slanting writing	8b	Keeping on the line
9	Review of descenders and orientation and letters so far		
10a	Ascenders	10b	Effective covers (1)
11a	Closing **a, o, g, d**	11b	Effective covers (2)
12a	Joining up easy letters	12b	Paragraphs - how to lay out
13	Awkward joins		
14	Review of joins, ascenders, closed letters and work storage		
15	Consistency of size		
16	Capitals		
17	When to use capitals		
18	Review of size and capitals		
19	Writing at speed		
20	Review of work storage		
21	Review of progress to targets and set new personal targets		

UNIT: **Handwriting and Presentation**		SESSION: 1 **Tutor to review handwriting; pupils to set handwriting and presentation targets**
OBJECTIVES: • To identify the reasons for legible handwriting. • To build on individual styles already learnt. • To show the strengths of each pupil's style. • To obtain a sample of each individual's writing. • To show correct positioning of the paper and the correct way to sit. • To identify incorrect pen holds. • To start target setting.	**KEY TERMS:** **Legible** **Accurate** **Angle** **Cursive**	**YOU WILL NEED:** • Whiteboard • Sample copy sheet • Stopwatch or timer • File paper • Target sheets • Pupils' own pens • Sample of work from pupils' exercise books • An example of a well-presented piece of work

HANDWRITING ASSESSMENT

- Using whiteboard get the pupils to brainstorm their reasons for writing clearly. Do not mention **legible** (unless they do) until they give all their ideas. (See Support Sheet).
- Ask each pupil to get out the pen they usually write with. (Have a selection for them to choose if they do not have one with them).
- Give each pupil a sheet of A4 paper and ask them to show you how they would position it on the table. Use a good example to illustrate to the others. (See Support Sheet). Check if anyone is left-handed.
- Show the correct way to sit. (At right angle to the table with chair pulled in)
- Tell the pupils they are going to copy a passage for five minutes and they must: a) copy it as clearly as possible; b) work at the speed they normally work at; c) be as accurate as they can with the punctuation.
- Ask them to put their name, date and title on the top of the page.
- Check they are ready to start and give out the laminated sample texts. (See sample text - Swiss Family Robinson).
- Set the stopwatch or timer for five minutes and start the group.

TIME: 6 minutes

OBSERVATION

- Watch while pupils write for five minutes, making notes on individual cards of any concerns about positioning of paper, the angle they are sitting at or their pen holds.
- Stop group at the correct time.
- Check if any were left-handed and discuss difficulties.
- Have a short discussion on how they felt about writing without a break for 5 minutes and what they felt about their results.

TIME: 7 minutes

TARGETS

- Introduce target sheets - included in the pack. Explain that one target will be set each session if it relates to the specific need of each pupil to practice in lessons. It will then be reviewed at the beginning of next session.
- Using notes made on individual sheets, guide pupils to comment on the position of the paper and how they sat while they were writing.
- Show them the correct position again. Help each pupil who needs to set a target relating to position of paper. (See Support Sheet)
- Ask each pupil to show how he or she holds the pen and to think about how they hold it before the next session.
- Each pupil writes target (if required that session) on sheet and sticks in journal or planner - whichever is used on a daily basis in lessons.
- Ask pupils to look at their exercise book(s) and to compare their presentation with the well-presented piece. They should tick what they do well on the sheet and then decide from what is unticked what they will choose as their presentation target

TIME: 4 minutes

CHECK

- Each pupil to read out their target (if had one set) and explain it to the others.
- Group shown again correct positioning of paper and correct angle to sit at. Remind them to think about their pen hold before the next session.

TIME: 2 minutes

NEXT:

- Explain that at all times they should remind themselves of their targets before they start to write - and try to meet the targets.

TIME: 1 minute

UNIT **Handwriting and Presentation**		SESSION: 2 **Seating, grip, equipment and storage.**
OBJECTIVES • To experiment with seating positions. • To try a range of pens including those with different grips. • To write on different surfaces. • To be given individual storage space for work to be stored in.	**KEY TERMS** **Organisation** **Planning**	**YOU WILL NEED** • Different heights of tables/chairs • Range of pens, rulers and pencils • Lined paper of different widths, small whiteboards, lined paper for handwriting • Brightly coloured folders with name labels • Some simple writing to copy out

REMEMBER

- We want the best! So preparation to write is vital. Remind pupils that where they sit at home or school; the equipment they have; and the way they keep their work are the key to producing their best. They will be looking at their targets from the last session, but this is a fun session!

TIME: 1 minute

MODEL

- Set the room up with as many different workspaces as pupils.
- Each workspace should have: a table and chair of the correct height; a range of pens; a range of paper; a book to copy from.
- Show how to make the best use of these items.
- Demonstrate the problems with stools or tables at the wrong height. Use pupils to illustrate this; exaggerate the problems e.g. legs unable to get under table, seat too low, no back to seat, slouching in seat.
- Write three or four words with each pen on one type of paper.
- Look at the result. Pick the best pen.
- Use this pen to write on different types of paper. Select the best.

TIME: 6 minutes

TRY

- Each pupil to have his or her own table and chair.
- Try out each pen first. Watch and give advice while they are doing this.
- Help them judge the best result - put that pen to one side.
- Try writing with the favourite pen on a variety of lined paper (different line widths and handwriting paper)
- When happy with result prepare the example to keep.
- Head up the paper with date and title. Leave two lines then copy one sentence as neatly as possible.
- Write underneath the make and type of pen used.

TIME: 8 minutes

HAVING SOMETHING TO REFER TO

- Take sample sheet and put into new folders.
- Take copies of target sheet for handwriting and presentation and read individually.
- Place in folders with pen that was chosen.
- Remind pupils to think about seating position, pen used and the writing paper used during lessons. Stress these simple actions help everyone.
- If the pupils are in the same class suggest they remind each other what has been discussed in this session.

TIME: 4 minutes

NEXT SESSION

- From Session 3 we will be starting to look at specific problems with handwriting and presentation and giving everyone the chance to work on their targets.

TIME: 1 minute

UNIT **Handwriting and Presentation**		SESSION: 3a The letter **f**
OBJECTIVES • To identify **f** in written text, both handwritten and printed. • To ensure that the handwritten letter is legible.	**KEY TERMS** **Cursive**	**YOU WILL NEED** • Copy of pupils' written text. • Whiteboards for pupils and teacher. • Whiteboard pens. • Sheet with sample **f** shapes.
REMEMBER • The correct way to sit and position paper and hold pen. Demonstrate. • Look at target from previous week **TIME**: 1 minute		
MODEL • Place in front of each pupil sample sheet of **f** shapes and also the pupil's written text from "Swiss Family Robinson" from Session 1. Ask pupils individually if any of these **f** shapes are like theirs. • Discuss the difference between capital and lower case shapes and the correct place to use them. • Look at sample alphabet and using a ruler show the correct size of the letter. • Show how to join the letter in a cursive style. • Using the whiteboard, model some shapes using guidelines. **TIME**: 3 minutes		
TRY • Pupils using own whiteboards practise the letter shape. Continue until each pupil is happy with the result. • Try five words on the whiteboard using the preferred letter shape. **TIME**: 2 minutes		
APPLY • Copy five words onto card that include the letter **f** (Capitals and lower case) **TIME**: 2 minutes		
SECURE • Write target on sheet in journal with sample of the chosen letter shape. **TIME**: 1 minute		
NEXT HANDWRITING SESSION • Next letter to be looked at will be the **s**. **TIME**: 1 minute		

UNIT **Handwriting and Presentation**		SESSION: 3b **Using margins**
OBJECTIVES • To illustrate the use of margins. • To look at why we use the whole line to write on.	**KEY TERMS** **Margins**	**YOU WILL NEED** • Sample copies of a range of text • Pupils' own exercise books • File paper • Pens
REMEMBER • The difference that good presentation can make to a completed piece of handwritten work. **TIME**: 1 minute		
Establish purpose • Ask each pupil to show an example of their use of margins, selecting a good example and a poor example. • Discuss the reasons for a margin. e.g. teacher's comments, corrections etc. • Look at some written text and how lines go all the way across the page. **TIME**: 2 minutes		
TRY • On file paper copy one line of writing from a text, ensuring words go from one side of the page to the other. • Time this exercise and encourage all pupils to take no more than two minutes. • Look at results and see if anyone was unable to use the whole line. **TIME**: 3 minutes		
APPLY • To write sample in exercise book illustrating the session. **TIME**: 2 minutes		
SECURE • Presentation target: To start writing at the margin and stop at the end of the line before moving to the next line. **TIME**: 1 minute		
NEXT PRESENTATION SESSION • To work on leaving lines and space when writing. **TIME**: 1 minute		

UNIT: **Handwriting and Presentation**		SESSION: 4a The letter **s**
OBJECTIVES: • To identify **s** in the written text, both handwritten and printed. • To look at individual's handwriting and identify any problems with the letter **s** • To show that this letter can be written in different ways.	**KEY TERMS:** **Re-enforce**	**YOU WILL NEED:** • Copy of pupils' written text. • Whiteboards for pupils and teacher • Whiteboard pens • Sheet with sample **s** shapes and relevant words.
REMEMBER • The last session was the letter **f**. Has anyone made progress with this letter? Was it anyone's target? • Remind group about correct sitting and chosen pen. **TIME**: 1 minute		
MODEL • Place in front of each pupil sample sheet of **s** shapes and also the text from "Swiss Family Robinson". Ask pupils individually to compare their **s**. • Discuss the specific problems with the **s**. It often looks like a capital letter in the middle of the word. • Show on whiteboard a selection of words with **s** in, using guidelines to emphasis the correct size of the letter. **TIME**: 3 minutes		
TRY • Pupils using own whiteboards practise the letter shape. Continue until each pupil is happy with result. • Try five words on the whiteboard using the preferred letter shape. **TIME**: 2 minutes		
APPLY • Copy five words onto card that includes the letter **s** (Capitals and lower case) **TIME**: 2 minutes		
SECURE Write target on sheet in journal with sample of the chosen letter shape. Keep practising during the week to **re-enforce** **TIME**: 1 minute		
NEXT HANDWRITING SESSION Next letter to be looked at will be **r**. **TIME**: 1 minute		

UNIT **Handwriting and Presentation**		SESSION: 4b **Leaving lines and space.**
OBJECTIVES • To be aware of the overall appearance of a page of writing. • To space words correctly. • To emphasis the importance of headings.	**KEY TERMS** **Clear**	**YOU WILL NEED** • Sample copies of a range of text. • Pupils' own exercise books. • File paper • Pens
REMEMBER • Spacing can enhance the written word, making it easier to read (**clear**) **TIME**: 1 minute		
MODEL • Ask each pupil to show an example of their work where they have used headings. • Discuss which looks the best, referring back to published material. • Emphasis the importance of headings and why they need to stand apart from the other writing. They inform the reader about the text. • Ask pupils to count how many words they write on a line - discuss what this means: i.e. small writing has more words - large spaces mean less words. • Use the width of the little finger for correct spacing of words. **TIME:** 3 minutes		
TRY • Copy a heading and the first line of a sample text. • Aim for 12-14 words on a line of A4 file paper. • Use a ruler to underline the heading. **TIME**: 2 minutes		
APPLY • Stick this copy onto coloured card. Date it and put in folder **TIME:** 2 minutes		
SECURE • Remind pupils that every time they have a heading they should leave a line afterwards and that correct spacing of words allows easy reading. **TIME**: 1 minute		
NEXT PRESENTATION SESSION • Why do we cross out? **TIME**: 1 minute		

UNIT **Handwriting and Presentation**		SESSION: 5a The letter **r**
OBJECTIVES • To identify **r** in the written text, both handwritten and printed. • To look at individual's handwriting and identify any problems with the letter **r**. • To investigate ways that **r** can be joined to other letters.	**KEY TERMS** **Cursive**	**YOU WILL NEED** • Copy of pupils' written text. • Whiteboards for pupils and teacher • Whiteboard pens • Sheet with sample **r** shapes and relevant words.
REMEMBER • The last session was the letter **s**. Has anyone managed to avoid the "big" **S** in the middle of the word? **TIME**: 1 minute		
MODEL • Place in front of each pupil sample sheet of **r** shapes and also their text from "*Swiss Family Robinson*". Ask pupils individually to compare their **r**. • Discuss the specific problems with this letter. It is hard to join up, especially at the end of the letter. Ask the group to contribute their views. Do we have to join every letter? (**cursive**) • Show on whiteboard a selection of words with **r** in, using guidelines to emphasis the correct size of the letter. **TIME**: 3 minutes		
TRY • Pupils using own whiteboards practise the letter shape. Continue until each pupil is happy with result. • Try five words on the whiteboard using the preferred letter shape. **TIME**: 2 minutes		
APPLY • Copy five words onto card that includes the letter **r**. (Capitals and lower case/) **TIME**: 2 minutes		
SECURE • Write target on sheet in journal with sample of the chosen letter shape. **TIME**: 1 minute		
NEXT HANDWRITING SESSION • We will be looking at "down" strokes. **p**, **q**, **j**, **y**, and **g**. **TIME**: 1 minute		

UNIT **Handwriting and Presentation**		SESSION: 5b **Crossing out**
OBJECTIVES • To find out why pupils cross work out. • To show that one crossing out can make the whole page look messy. • To look at one simple method of crossing out.	**KEY TERMS** **Neat line**	**YOU WILL NEED** • Handwritten sample with/without crossing out. • File paper • Pens/rulers • Pupil folders
REMEMBER • We want our work to look its best. We've looked at margins and spacing so far. Now let's sort out crossing out. **TIME**: 1 minute		
MODEL • Why do we cross out? Obtain answers such as: *unsure about spelling, not confident about my ideas, get frustrated, work looks messy anyway, like to scribble on the page*. Try to make them realise that if they have to cross out they can still have a neat page. • Show them the handwritten samples and ask them to comment on the one with crossings out. (It should look really messy). • Then take the perfect copy and put a neat line through two or three - see if they can spot the crossing out and ask them to comment. (You want them to say it still looks neat) **TIME**: 3 minutes		
TRY • Give the pupils two prepared handwritten sheets and ask them to cross out on both sheets 1) so it looks really messy and 2) so that it still looks neat. • Swap sheets within the group and see which pupil had the neatest crossing out. **TIME**: 2 minutes		
APPLY • Use another handwritten sheet and all make a "best" copy to go in folder showing how to cross out neatly. • Stick on card and put in folder. **TIME**: 2 minutes		
SECURE • It is much better not to cross out - but if we do, it need not spoil our work. **TIME**: 1 minute		
NEXT PRESENTATION SESSION • In the next session we will be looking at underlining and headings. **TIME**: 1 minute		

UNIT **Handwriting and Presentation**		SESSION: 6a **Descenders - style**
OBJECTIVES • To identify which letters have descenders. • To look at the different ways we write them. • To each select the letter shape they prefer for each letter.	**KEY TERMS** **Descender**	**YOU WILL NEED** • Sample of pupils' written work. • Whiteboards for pupils and teacher. • Whiteboard pens • Sheet with sample letters. • Pupil folders
REMEMBER • We have looked at individual letters so far; **f**, **s**, and **t**. Now we are going to look at a group of letters. **TIME**: 1 minute		
MODEL • Encourage the group to identify the letters: **g**, **j**, **p**, **q**, **y**. Are the down strokes (**descenders**) all the same? Are there different ways to write them? • Get the group to look at their written work and copy examples onto the whiteboard. Use their letter shapes as far as possible. • Show the pupils the correct length of each descender in relationship to other letters. **TIME**: 3 minutes		
TRY • Using their whiteboards, ask pupils to write each letter three times. • When finished get them to select the letter shape they like the best for each letter. • Show it to the rest of the group. **TIME**: 2 minutes		
APPLY • Copy one example of each letter onto paper. • Stick this onto card and put it in folder. **TIME**: 2 minutes		
SECURE • Remind group that the most important aspect is that the letter is clear and can be read easily. They record target on sheet in journal with sample of shapes. **TIME**: 1 minute		
NEXT HANDWRITING SESSION To discover how these letters relate to others in words. **TIME**: 1 minute		

UNIT **Handwriting and Presentation**		SESSION: 6b **Underlining and headings**
OBJECTIVES • To understand why we underline and use headings. • To be able to use a ruler efficiently. • To discuss what type of letters make the most effective headings.	**KEY TERMS** **Imposing**	**YOU WILL NEED** • Sample copies of a range of text. • Prepared sample sheet. • Pupils' own exercise books. • File paper/rulers • Pens/coloured pens
REMEMBER • Attention to detail makes all the difference! Heading should stand out, be **imposing** **TIME**: 1 minute		
MODEL • Lay out the range of text, include newspaper articies and school text books. • Discuss what is the most eye-catching, what is important on the page, why? Look at positioning of headings e.g. middle of page; also letter size, spacing. • Look at exercise books and see who underlines headings. Do they use colour? What effect does it have? Should underlining be in a thicker pen - should the heading? • From a prepared sheet show how effective a clear simple heading can be. • Show how to position a ruler in relation to the line of the page. **TIME**: 3 minutes		
TRY • Copy from a text book a sample heading, using thicker pen, capital letters, central positioning and larger letters. Make it **imposing.** • Underline in colour using a ruler. • Do as many as time allows. **TIME**: 2 minutes		
APPLY • Cut out the best example and show it to the rest of the group. • Mount it onto card and put it in folder. **TIME**: 2 minutes		
SECURE • Compare own example with the original. Write on target sheet and practise during the week. **TIME**: 1 minute		
NEXT PRESENTATION SESSION • Numbered answers. **TIME**: 1 minute		

UNIT **Handwriting and Presentation**		SESSION: 7a **Descenders - orientation**
OBJECTIVES • To remind pupils about the letters in the last session. • To look at ways these letters join onto others. • To find out if they all have to join the next letter.	**KEY TERMS** **Joining**	**YOU WILL NEED** • Sample of pupils' written work. • Selection of words with correct letters in. • Whiteboards for pupils and teacher. • Whiteboard pens • Sheet with sample letters. • Pupil folders
REMEMBER • The letters we were looking at last session: **g, j, p, q, y**. Use your folders to remind you what each letter looked like. **TIME**: 1 minute		
MODEL • On whiteboard take each letter and show how they can be linked into words (**joining**) • Show three samples for each letter. • Discuss how easy it is to join each letter to another. (NB: capitals are not used here.) Be open to suggestions from the pupils - we do not need to join every letter. • Show how the **q** and **g** can be confused. • Emphasis the length of stroke (reminder from last session) **TIME**: 3 minutes		
TRY • On whiteboards copy the examples from the teacher's board. • Select the best examples and copy again. • Show the rest of the group the best results. **TIME**: 2 minutes		
APPLY • Copy one example of each letter in a word onto file paper • Stick onto card and put it in folder. **TIME**: 2 minutes		
SECURE • Remind group to try out these letter shapes when writing in class. **TIME**: 1 minute		
NEXT HANDWRITING SESSION • We will be looking at the angle we write at. **TIME**: 1 minute		

UNIT **Handwriting and Presentation**		SESSION: 7b **Numbered answers**
OBJECTIVES • To find out when the pupils use numbered answers. • To discuss where they place the numbers. • To find out why this method is used	**KEY TERMS** **Order**	**YOU WILL NEED** • Whiteboard • Maths text book, other relevant text books. • Pupils' own exercise books. • File paper • Pens
REMEMBER • Clear answers could mean more marks! **TIME**: 1 minute		
MODEL • Ask pupils to show you when they have used numbered answers in lessons. • Using the whiteboard with a prepared margin, illustrate where numbers could be placed following ideas from the group. • After discussion about the clearest way to number answers, leave a good example on the whiteboard. • Make sure all the group are clear about why they are asked to use numbered answers - e.g. easy to mark, quicker to complete, keeps the correct order etc. **TIME**: 3 minutes		
TRY: • Using their own whiteboards they should copy some ideas from their own books or the teacher's examples. • Leave two good examples on their board. **TIME**: 2 minutes		
APPLY • Copy one or two good examples (depending on time) onto file paper. • Cut out and stick onto card. • Put in folder. **TIME**: 2 minutes		
SECURE • Next session they will be asked how many times they have been asked to number the answer. **TIME**: 1 minute		
NEXT PRESENTATION SESSION • Keeping on the line. **TIME**: 1 minute		

UNIT **Handwriting and Presentation**		SESSION: 8a **Slanting writing**
OBJECTIVES • To analyse the angle of writing that has been used before. • To decide with each pupil the most efficient angle for their style of writing. • To illustrate how quickly writing can be made tidier concentrating on the angle of letters.	**KEY TERMS** **Parallel**	**YOU WILL NEED** • Sample of original writing. • Whiteboards. • Board markers • Coloured pens. • Handwriting books • Sample cards.
REMEMBER • Targets from last session: descenders **TIME**: 1 minute		
MODEL • Using a sample of the original text show how to draw in parallel lines including letters such as **t**, **f**, **p**, **h** etc. Use a different colour for each angle (max three) • On whiteboard show a sentence written with letters at different angles and then re-written with one angle. • Explain that any parallel will work but it should be consistent. //// |||| \\\\ **TIME**: 3 minutes		
TRY • Each pupil should take a copy of their original text and using coloured pens identify which angle is used the most. • On whiteboard copy out a sentence using odd angles and then repeat using chosen angle. **TIME**: 2 minutes		
APPLY • Copy best sample onto file paper. • Use colours to show the chosen angle • Stick sample onto card and put in folder. **TIME**: 2 minute		
SECURE Put target in planner with the direction angle of the writing to be used **TIME**: 1 minute		
NEXT • A session to look at what we have done so far. A chance to catch up if you have missed any work. **TIME**: 1 minute		

UNIT **Handwriting and Presentation**		SESSION: 8b **Keeping on the line**
OBJECTIVES • To show how important lined writing paper is. • How quickly work can look neater when the lines are used. • To show how difficult copying is from a board if you cannot look down at your book and see the line.	**KEY TERMS** **Copying**	**YOU WILL NEED** • File paper • Pens • Large whiteboard • Board markers • Rulers
REMEMBER • Everything we have done so far assumes we use the line on the paper. Do we? **TIME**: 1 minute		
MODEL • Show on the large board a range of writing, some using the line but other not using the line. • Show pupils how to copy from the board onto paper - (1) By **copying** and not looking at the paper; (2) By looking at the written text, remembering a group of letters and then writing. • Discuss the problems related to this exercise - hard to remember many letters? **TIME**: 3 minutes		
TRY • On paper, copy the examples from the whiteboard in the two different ways. • Use a ruler to emphasise how near the original line they have written. **TIME**: 2 minutes		
APPLY • Copy one sentence in best and underline with a colour • Stick on card and place in folder. **TIME**: 2 minutes		
SECURE • Ask group to remind teachers how hard it is to copy from the board and work sheets should be provided. (Support staff should also do this) **TIME**: 1 minute		
NEXT PRESENTATION SESSION • A session to look at what we have done so far. A chance to catch up if you have missed any work. **TIME**: 1 minute		

UNIT **Handwriting and Presentation**		SESSION: 9 **Review of descenders & orientation & letters so far.**
OBJECTIVES • To look back over last six sessions and see how much we have remembered. • To check on target sheets and the progress being made. • To catch up with any sessions missed. • To reward progress made. • To encourage pupils now that we are half way through the sessions. • To check exercise books to see if anything taught is being used during lesson time.	**KEY TERMS** **Recap**	**YOU WILL NEED** • Whiteboards • Board markers • Pupil folders • File paper • Sample writing • Exercise books • Prepared sample text.
REMEMBER • We all wanted to improve our handwriting and presentation. We need to find out if this is working. **TIME**: 1 minute		
MODEL • Show a complete folder to the group, **recap** on the sessions we have covered. • Look at all the target setting sheets and see how they are filled in. • Explain that the pupils are going to work in pairs and see if any work is missing. • Ask the pupils to leave school exercise books open for teacher to see while they are working. • Show prepared whiteboard with examples of words including descenders using a cursive style. Explain this is for extra practice when the other checks have been done. **TIME**: 5 minutes		
TRY • Work in pairs, check each folder making a note of any missing work. • While working, teacher can look at exercise books and spot any specific problems from areas already covered. • Pupils to use whiteboards to reinforce specific words with descenders in them. **TIME**: 7 minutes		

APPLY

- Individuals to catch up with any units missed. This will need careful planning, if a pupil has missed more than one session another time will have to be made to catch up. Direct each pupil to which section to catch up on.
- If everything in the folder is complete then do a short piece of writing from prepared text covering all topics learnt so far.
- Mount this on card and put in folder.

TIME: 4 minutes

SECURE

- Bring group back together to see how they have got on. Comment on target sheets and encourage all pupils to keep trying. Ensure everyone is praised for progress.

TIME: 2 minutes

NEXT SESSIONS

- Looking at ascenders and designing a cover for your folder.

TIME: 1 minute

UNIT **Handwriting and Presentation**		SESSION: 10a **Ascenders**
OBJECTIVES • To identify those letters with "up" strokes. • To look at the different ways of writing them. • To show how they link with other letters.	**KEY TERMS** **Ascender**	**YOU WILL NEED** • Whiteboards • Board markers • File paper • Pupil folders
REMEMBER • We looked at "descenders" three sessions ago and you coped very well. **TIME**: 1 minute		
MODEL • Tell the group some letters go up from the line, unlike the descenders. Ask the group which letters they think this applies to. The letters **b**, **d**, **h**, **k**, **l**, **t** all have straight uprights (**ascenders**) unlike the descenders. • Draw them on the whiteboard and show different ways of writing them e.g. the **b** with a loop at the top, and the way they join onto other letters. • Ask the group for words that include these letters and write them up for them. **TIME**: 3 minutes		
TRY • The pupils now use their whiteboards to copy the range of letters and words. • They select two words for each letter to show how they can be written. **TIME**: 2 minutes		
APPLY • Copy one word for each letter onto paper. • Cut this out and stick on card to put in folder. **TIME**: 2 minutes		
SECURE • Write target on sheet to work on until the next session. **TIME**: 1 minute		
NEXT HANDWRITING SESSION • We will be looking at closing **a**, **o**, **g**, **d**. **TIME**: 1 minute		

UNIT **Handwriting and Presentation**		SESSION: 10b **Effective covers (1)**
OBJECTIVES • To create an effective cover for individual work folder. • To examine a variety of print. • To discuss ways that we can obtain effective lettering. • To try out lettering pens. • To look at the importance of colour.	**KEY TERMS** **Calligraphy** **Italic writing** **Stencils** **Computer lettering**	**YOU WILL NEED** • Coloured paper • Pencils • Lettering pens • Plain paper • Lined paper • Rulers • Colouring pencils • Examples of lettering
REMEMBER • We can all produce an effective cover using simple rules. **TIME**: 1 minute		
MODEL • Discuss what should be on the cover of their folder. Name, form, topic and date are the basics - would they like to add anything else? • What about colour? Use coloured card - but the lettering needs to stand out. • How can we produce good lettering? Use the computer, stencils, lettering pens, bubble writing etc. Find out from discussion what they would prefer. • Show examples from newspapers of the range of lettering. • Show the group how to hold the lettering pens and the way to make simple strokes. • Have a computer available for some of the group. **TIME**: 3 minutes		
TRY • Let all the group experiment with lettering on white paper • Use own name to practise with . **TIME: 2 minutes**		
APPLY • Keep best examples, decide which to use for next session. **TIME**: 2 minutes		
SECURE • Try at home to get more ideas to bring to the next session **TIME**: 1 minute		
NEXT PRESENTATION SESSION • Make the cover for own work. **TIME**: 1 minute		

UNIT **Handwriting and Presentation**		SESSION: 11a Closing **a**, **o**, **g**, **d**
OBJECTIVES • To stress the importance of correct letter shapes • To look specifically at the letters **a**, **o**, **g**, **d** and show how these letters can be mistaken for others. • To check that each letter is correctly formed.	**KEY TERMS**	**YOU WILL NEED** • Whiteboards • Board pens • File paper • Pupil folders
REMEMBER • Handwriting needs to be clear and easily read. We do not want the reader to mistake letters thinking they are spelling mistakes. **TIME**: 1 minute		
MODEL: • Ask the pupils to look at a sample of their own handwriting. • See if any of them have problems with the above letters. • Do any of them mistake the **o** for a **u**, or the **d** for a **cl**? Why is this? Ask pupils to show the group how they write them. • On whiteboard show the correct way to write these letters so there is no mistake about the closing at the top. • Use a repetition pattern to re-enforce the correct movement, such as **ddddddddd**. **TIME:** 3 minutes		
TRY • Copy all four letters using the repetition pattern on whiteboards. • Write one word for each letter - copy from teacher's whiteboard. **TIME:** 2 minutes		
APPLY • On file paper copy the sample words in best. • Cut out and stick onto coloured card. **TIME:** 2 minutes		
SECURE • Write target on target sheet referring to a specific letter that is causing problems. **TIME**: 1 minute		
NEXT HANDWRITING SESSION • Joining easy letters. **TIME:** 1 minute		

UNIT **Handwriting and Presentation**		SESSION: 11b **Effective covers (2)**
OBJECTIVES • To create an effective cover for individual work folder. • To examine a variety of print. • To discuss ways that we can obtain effective lettering. • To try out lettering pens • To look at the importance of colour.	**KEY TERMS** **Calligraphy** **Italic writing** **Stencils** **Computer lettering**	**YOU WILL NEED** • Coloured paper • Pencils • Lettering pens • Plain paper • Lined paper • Rulers • Colouring pencils • Examples of lettering • Set of stencils
REMEMBER • After experimenting last session we can now produce our cover. Remind group about **calligraphy, italic, stencils** and **computer lettering.** **TIME**: 1 minute		
MODEL • Look at the samples from last week from individual pupils. • Discuss if they are happy with them or they want to change. (Try to encourage them to stay with the sample) • Show the group how to space their words. Use the same layout for everyone. The choice they have is how to produce the letters. • Discuss the choice of colour - have a range of coloured card and ask them to make a quick decision. The letters can be coloured in especially if stencils or the computer are used. **TIME**: 3 minutes		
TRY • Start work quickly and use this time and the "Apply" time to get as far as possible with the cover. **TIME**: 2 minutes		
APPLY • Continue with above. When finished attach to front of folder **TIME**: 2 minutes		
SECURE • Remind pupils of the reasons for covers - give clear concise information about a specific topic or idea. Need to be eye-catching and uncluttered. **TIME**: 1 minute		
NEXT PRESENTATION SESSION • Looking at paragraphs. **TIME**: 1 minute		

UNIT **Handwriting and Presentation**		SESSION: 12a **Joining up easy letters.**
OBJECTIVES • To identify which letters are easy to join up. • To check if the pupils already join up these letters. • To practise joining up these letters.	**KEY TERMS** **Cursive**	**YOU WILL NEED** • Whiteboards. • Board pen • Lined paper
REMEMBER • A **cursive** style of writing is quicker than individual letters. • It helps the flow of words which makes spelling easier. **TIME**: 1 minute		
MODEL • Go back to the original sample of handwriting and ask each pupil to see which letters they have joined up. • The easiest letters to join are those that "sit" on the line and have a natural "lead on" stroke from the line that is: **a, c, d, e, h, i, l, m, n, t, u, v**. • See if the pupils' work bears this out. • Using the whiteboard make up some words with the help of the pupils - using only the above letters. **TIME**: 3 minutes		
TRY • Ask the pupils to repeat this exercise using their own boards, see how many words they can make. • At the end of the two minutes ask them to underline five words to copy up. **TIME**; 2 minutes		
APPLY • Copy these 5 words onto paper taking care with every letter shape. • Put onto coloured card and into folder. **TIME**: 2 minutes		
SECURE • Write the target in their planners to remind them to join up letters. **TIME**: 1 minute		
NEXT HANDWRITING SESSION • Awkward joins - what letters do we think this will be? **TIME**: 1 minute		

UNIT **Handwriting and Presentation**		SESSION: 12b **Paragraphs - how to lay out**
OBJECTIVES • To identify the structure of a paragraph in written material. • To discuss the importance of a paragraph. • To look for paragraphs in written material.	**KEY TERMS** **Indent**	**YOU WILL NEED** • Copies of a group reader (one each) • File paper • Pens • Pupil folders
REMEMBER • The way we lay out our writing makes it clear to read. • It helps us organise thoughts as well. **TIME**: 1 minute		
Activity • Ask each pupil to open the group reader at a specific page. (Choose one you have decided on and that you have prepared) • Ask each pupil to tell you something about paragraphs and what they notice from the book: e.g. set in from the other letters (**indent**), a line left clear, a new subject, someone starts talking. • Discuss the reasons for this, emphasising the change of idea or subject. • Tell them they are going to copy out the end of one paragraph and the beginning of the next as laid out in the book. Give them some choice, but check what they are going to write. **TIME**: 3 minutes		
TRY • Copy the last line of one paragraph and the first line of the next taking care to show the spacing as reflected in the book. **TIME**: 2 minutes		
APPLY • Put the heading on the paper, i.e. laying out of paragraphs and the date. • Stick onto card and put in pupil folder. **TIME**: 2 minutes		
SECURE • Write on presentation target sheet to look for new targets when reading until the next session. **TIME**: 1 minutes		
NEXT PRESENTATION SESSION • More information on paragraphs and when to start a new one. **TIME**: 1 minute		

UNIT **Handwriting and Presentation**		SESSION: 13 **Awkward joins**
OBJECTIVES • To identify which letters are hard to join. • To recognise that the join depends on the style of writing. • To practise difficult joins within words.	**KEY TERMS** **Spelling**	**YOU WILL NEED** • Whiteboards • Board pens • Lined paper • Pupil folders • List of prepared words.
REMEMBER • A fully cursive style of writing is the most effective for speed. It also helps with remembering spelling as the words are in a unit that has a shape to it. Letters are also in units of words with a shape to them; some letters like **t** and **h** or **i** and **n** and **g** often go together within words. **TIME**: 1 minute		
MODEL • Using the original sample of handwriting identify which letters the pupils found hard to join. • Show them from their work that the letters that join from the top are awkward: **o**, **r**, **v** and **w**. The line joining others has to be straight. • The letters with descenders can be awkward depending on the style of writing used, discuss this. Show that "loops" are easier to join. • From a prepared sheet, illustrate these ideas on the whiteboard with individual words. **TIME:** 3 minutes		
TRY • Ask the pupils to experiment with letters that they think are awkward; allow them to make up their own words if they want to. • Underline five words that they found hard. **TIME: 2 minutes**		
APPLY • Copy these five words onto paper underlining the letters that the pupil has found difficult. • Mount onto card and put in pupil folder. **TIME**: 2 minutes		
SECURE • On target sheet identify one or two letters that were hard for each pupil and record them. **TIME**: 1 minutes		
NEXT SESSION • Review of joins, ascenders, closed letters and work storage. Catch up time! **TIME**: 1 minute		

UNIT **Handwriting and Presentation**		SESSION: 14 **Review of joins, ascenders, closed letters, work storage.**
OBJECTIVES • To review sessions 10-13. • To check pupil folders for headings, dates and organisation. • To help pupils catch up if any have missed sessions.	**KEY TERMS** **Organisation**	**YOU WILL NEED** • Pupil folders • Resources from last 4 sessions • Paper • Glue • Card.
REMEMBER • The last four sessions have been about joining letters *(cursive style)*, up strokes *(ascenders)* and closing letters. • Check if anyone has linked handwriting with spelling. **TIME**: 1 minute		
MODEL • Use whiteboard to show the letters used over the last four sessions. Divide the board into four and show examples. Leave these available for the pupils to work from. • Show one of the pupil folders (this could be a full example, pre-prepared) Talk about overall presentation and the attention to detail (good **organisation**). Emphasis the headings on each piece of work and the date (this could be the session number, especially if not all the sessions have been covered) • Look at all the front covers and praise pupils for good work. • Get out all the folders and briefly look at them as a group. If any gaps or obvious additions needed comment on them at this point. Praise good work. • Explain they will have time to work on missed sessions or their folders. Ask them to identify what they will be doing first. (Record the responses). **TIME**: 5 minutes		
TRY: • Start them off with the task they have chosen. Check they have the right material, especially if it is a missed session they are working on. • Allow them to work on their own to check and tidy all their work. • Spend time with each pupil checking and moving them on to the next task. **TIME**: 7 minutes		
APPLY • This time can be used to complete work. • When finished, leave each folder out so pupils to see each other's work. **TIME**: 4 minutes		
SECURE • Praise what has been achieved and point out we only have 6 sessions left. **TIME**: 2 minutes		
NEXT SESSION • Next session we will look at consistency of letter size. **TIME**: 1 minute		

UNIT **Handwriting and Presentation**		SESSION: 15 **Consistency of size**
OBJECTIVES • To look at individual letters of the alphabet and their relationship to others with regard to their size. • To use handwriting paper to draw all the letters accurately. • To show that sorting out the size of letters is one of the quickest ways to tidy handwriting.	**KEY TERMS**	**YOU WILL NEED** • Enlarged alphabet in a cursive style. • Whiteboard • Handwriting paper • Sentences to copy • Pens • Pupil folders
REMEMBER • All letters work together and their size is vital to clear and easily read handwriting. **TIME**: 1 minute		
MODEL • Show the enlarged alphabet and point out the height of each letter in relationship to the others. • Revise the descenders and ascenders with regard to the size of other letters. • Emphasise where the cross on the **t** comes. • On whiteboard (with handwriting lines drawn in) show how to write a sentence using this structure of lines. • Explain that the pupils have got paper with these lines on and will be copying a sentence accurately. **TIME**: 3 minutes		
TRY • On handwriting paper copy out sentence as explained above. • Show another pupil and check each other's work with the sample alphabet. **TIME**: 2 minutes		
APPLY • Amend any incorrect letters. • Put in headings and date and stick onto card. Put in folder. **TIME**: 2 minutes		
SECURE • Remind group to be particularly careful with the end of words. Keep the even size throughout all writing. **TIME**: 1 minute		
NEXT SESSION • Looking at capital letters. **TIME**: 1 minute		

UNIT **Handwriting and Presentation**		**SESSION: 16** **Upper case/capitals**
OBJECTIVES • To look at the difference between capitals and lower case. • To check if any pupils use capital letters within words. • To be able to write own name using capital letters correctly.	**KEY TERMS** **Upper case letters** **Capital letters**	**YOU WILL NEED** • Enlarged alphabet showing capitals and lower case. • Original samples of pupils' handwriting. • Whiteboards • Pens
REMEMBER • Capital letters are more "important" than ordinary, lower case, letters: they are larger and when used show something specific. **TIME**: 1 minute		
MODEL • Show the sample alphabet and discuss the size and appearance of some of the letters such as **D d**. Children often use a capital inside a word to avoid the confusion between **b** and **d**. • Look at the sample scripts and see if anyone can "spot" the capitals. Make this fun so they are not left to feel it is "wrong". • Use whiteboard to show the difference between the capital letter and the lower case. Try to use examples from the pupils' work. Show how awkward it is to try to join capitals in the middle of words. Remind them about the height and size of letters; the capital spoils the flow of the word. • Underline three or four examples and ask the pupils to try these on their whiteboards. **TIME:** 3 minutes		
TRY • Write out three words with a capital in the middle and then without. Practise these on the whiteboard. • Put a large tick next to the words without a capital in the middle. • Write out own name using a capital at the beginning of the first and last names. **TIME:** 2 minutes		
APPLY • Copy own name onto paper making the capital letter very important. • Colour capital letter in, show the group, then put in folder. **TIME:** 2 minutes		
SECURE • Write own name correctly every day with the capitals in the correct place. **TIME**: 1 minute		
NEXT SESSION • When to use capitals. **TIME**: 1 minute		

UNIT **Handwriting and Presentation**		SESSION: 17 **When to use capitals**
OBJECTIVES • To remind pupils when to use capitals. • To show them a range of materials with the correct use of capitals • Discuss why capitals are not always used correctly.	**KEY TERMS**	**YOU WILL NEED** • Range of written material • List of correct use of capitals • Lined paper • Pens • Pupil folders
REMEMBER • Capitals are important letters and we need to remember the rules we will discuss today. **TIME**: 1 minute		
MODEL • Show the group a range of material and try to extract from them when and where capitals have been used, such as names of people and places, beginning of sentences, abbreviations and headings. Check out their answers from the prepared list. • Ask them why these rules are not always followed e.g. www.com internet addresses, names of shops, logos etc. Maybe it is more eye-catching not to use capitals? • Tell them they are going to write an example of each type for their folder. • Draw a chart for them to copy. **TIME:** 3 minutes		
TRY • Choose the words they want to use. Put each one next to the correct use. **TIME:** 2 minutes		
APPLY • Make the chart look attractive, use colours and spacing to make it clear. • Mount onto card and put into folder. **TIME:** 2 minutes		
SECURE • Try to learn when to use capitals for the next session. **TIME**: 1 minute		
NEXT SESSION • Review of size of letters and capitals. **TIME:** 1 minute		

UNIT **Handwriting and Presentation**		SESSION: 18 **Review of size and capitals.**
OBJECTIVES • To remind pupils about the size of letters in relationship to each other. • To use a sample of their own writing to see how they are getting on.	**KEY TERMS**	**YOU WILL NEED** • Whiteboard • Board pens • Prepared sentence • File paper • Pupil folders
REMEMBER • Even-sized letters, and the correct positioning of capitals, make your work easier to read. **TIME**: 1 minute		
MODEL • Use the whiteboard and write out a sentence using on the base line as a guide. Make some of the letters uneven and include some incorrect capitals. • Show the pupils. With a different coloured pen draw a line along the top of the letters such as: **e n w s** and see if the pupils can see any problems. • Discuss with group what has happened - see if they can spot the incorrect capitals. • Then write out the sentence in even, clear, joined-up, letters - show them the difference. • Ask them to write the sentence in their normal writing and then draw the line. They will then rub out the incorrect size of letters and replace them in another colour. **TIME**: 3 minutes		
TRY • Copy the sentence on their whiteboards and draw a line along the letters such as: **e n w c s**. Rub out the incorrect size of letters and replace with the correct size in a different colour. **TIME**: 2 minutes		
APPLY • Copy this sentence onto file paper but underline the letters that are in a different colour. • Put on card and place in folder. **TIME**: 2 minutes		
SECURE • On target sheets write out the letters that were the incorrect size. **TIME**: 1 minute		
NEXT SESSION • Writing at speed. **TIME**: 1 minute		

UNIT **Handwriting and Presentation**		SESSION: 19 **Writing at speed**
OBJECTIVES • To time how fast pupils are writing at the present time. • To discuss the problems that writing at speed can bring.	**KEY TERMS** **Legible**	**YOU WILL NEED** • File paper • Prepared script • Samples of speed writing • Timer or stopwatch • Pupil files • Pens
REMEMBER • Fast writing is no good if it can't be read! We need to establish clear writing and then build up the speed. **TIME**: 1 minute		
ACTIVITY • Show the group some samples of handwriting written by adults who have a speed writing style. (This will not necessarily be tidy, but it will still be **legible**). Discuss this. • Explain that the group will write for two minutes, copying from a passage and then count the number of words. We must be able to read what is written. • Set the group up ready to start. Use ordinary file paper. Have a timer at hand. **TIME**: 3 minutes		
TRY • Start writing and continue for the two minutes. (Do not talk during this time) **TIME**: 2 minutes		
APPLY • Count the number of words and compare them with the rest of the group. • Put all the samples together and see which one is the fastest and most legible. **TIME**: 2 minutes		
SECURE • Ask all pupils to try to improve their speed between this and the next session. Write on target sheet. **TIME**: 1 minute		
NEXT • Review of work storage. **TIME**: 1 minute		

UNIT **Handwriting and Presentation**		SESSION: 20 **Review of work storage**
OBJECTIVES • To ensure that all the work produced is well presented. • To allow time for tidying up pieces of work. • To start to select work for a display.	**KEY TERMS**	**YOU WILL NEED** • Pupil folders • Glue • Coloured pencils • Pens • Scissors
REMEMBER • We have done a lot of work and we want to let other see what we have done. Let us make sure it is the best we can do. **TIME**: 1 minute		
MODEL • Give each pupil a table to work on. Try to enlist some other adult help. • Show a good example of what is expected. • Check that each piece of work is numbered, dated and named. • Mount on card any pieces that are not already mounted. **TIME**: 3 minutes		
TRY • As quickly as possible, check through folders and tidy them up. **TIME**: 2 minutes		
APPLY • Put all the work back in folders in the order of the sessions. • The support staff should make notes about any other work to be done and any items they particularly want for display. They could stick notes on the outside of the folders. **TIME**: 2 minutes		
SECURE • Put folders safely away. **TIME**: 1 minute		
NEXT SESSION • Final session to review progress and agree targets. **TIME**: 1 minute		

UNIT **Handwriting and Presentation**		SESSION: 21 **Review of progress to targets and set new personal targets.**
OBJECTIVES • To produce another timed piece of writing from set text. • To analysis this piece and set targets based on this. • To write targets on new target sheets	**KEY TERMS**	**YOU WILL NEED** • Copy of original text • Timer • File paper • Pens • Target sheets • List of possible targets.
REMEMBER • We have only been working for seven weeks but have covered a lot of targets. It is from now that you can really start to improve your handwriting and presentation as you have the knowledge to do it. **TIME**: 1 minute		
Introduction • Show each pupil the original passage from *"Swiss Family Robinson"* and remind them that seven weeks ago they did the timed copy. • Explain that this is going to be done again and then the two pieces compared. • Ask them what they think might have changed e.g. write faster, be neater. • Organise them at a suitable table and remind them of sitting position. • Check they have the correct pens. • Set the timer when they are all ready. **TIME**: 5 minutes		
Work to be assessed • Each pupil to write for five minutes from prepared script. Encourage silence. Remind pupils to be accurate and to write as neatly as possible. *They are not expected to complete the whole passage.* • At the end of this time give them their original script; ask them to look at it and compare the two. **TIME**: 7 minutes		
APPLY • Ask each pupil to find two targets for handwriting and two for presentation • A list of possible targets should be available so that they can copy the wording. **TIME**: 4 minutes		
SECURE • Write these targets onto new target sheets and replace the old ones in their journal or planner. • Date them and give a review date. **TIME**: 2 minutes		
NEXT: • Arrange a time and date to review these targets - no more than 2 weeks away. • Suggest that if they are in the same class they can support each other. **TIME**: 1 minute		

Running Reading Records / Miscue Analysis

A 'running record' is a form of reading assessment which allows you to see what reading strategies a pupil is using so that you can plan for teaching those strategies which the pupil needs to increase her/his ability to both decode and understand what is read.

Typically, running reading records:

- Are carried out on a section of 100 words from a text: it could be a story the pupil is reading.
- avoid the potential stress of a test situation,
- can show whether a text is at an appropriate level for that pupil: this may be especially useful with a text book the pupil may be using in a particular curriculum area.
- can provide information about the pupil's particular difficulty, and thus how best to help.

Because it is diagnostic and formative, it can be more useful than a test which results in a reading age, but which offers no suggestions as to how to intervene to move the pupil on.

Who best can administer these?

No special qualification or training is required. However, an introduction would be helpful and a supervised first run through would increase confidence.

The assessment can be done by:

- Teachers
- Teaching assistants
- Librarians
- Paired reading volunteers e.g. older pupils/6th formers
- Parents

Preparation

All you will need is either:

- a photocopy of the page to be read by the pupil, or
- a transparent sheet that can be placed over your copy of the text. (Your local primary will use these in KS1—they may have some spare)

What to do:

- Ask the pupil to read the passage aloud in her/his own time.
- As the pupil reads, mark any errors on the photocopy or the acetate sheet using the system explained below.
- If the pupil hesitates for too long and plainly cannot proceed, give the word and note the fact on the record sheet: see hesitation below.
- If the pupil pauses continuously and cannot get any sense of the text, it is too difficult for her/him and another text should be chosen.

- Once the text has been finished, thank the child and praise the reading.

Some technical terms for errors which the pupil might make

REFUSAL	the pupil does not read the word or any part of it
SELF-CORRECTION	the pupil reads the word incorrectly at first but then corrects
OMISSION	the pupil misses the word out
INSERTION	the pupil adds a word/words that are not in the text
REVERSAL	the word is reversed, most frequently with small words such as *'saw'* for *'was'*
HESITATION	the pupil clearly hesitates while decoding a word BUT NOTE: It is important to allow the pupil time to read or self-correct before the adult intervenes or corrects
SUBSTITUTION	an incorrect word is substituted for the word in the passage

Recording the miscues:

- While the pupil reads the text, the assessor uses a set of standard symbols to record the types of mistake on the photocopy or plastic sheet
- After the test the type and number of errors can be examined to see if any patterns emerge

These are the most often used symbols:

Error	**Symbol**
Refusal	_ _ _ _ _ _ _
Self- correction	write 'error' above word then 'SC'
Omission	circle the word
Insertion	^
Hesitation	H or /
Reversal	'S' on its side
Substitution	cross out misread word and write substituted word above

What can we learn from the mistakes and what strategies need to be taught?

1) Does the substituted word make sense in the **passage** being read?

   YES: the pupil can use cues from the meaning of the passage (semantic cues)

   NO: the pupil has not learned that reading should make sense. Some poor readers concentrate so much on decoding of words that they lose the meaning

   Possible teaching strategy--- paired or shared reading followed by discussion about the text's meaning

2) Does the substituted word make sense in the **sentence** being read?

   YES: the pupil understands the language of the sentence (uses syntactic cues)

   NO- the pupil has not learned that the structure of the sentence limits the possible correct responses.

   Possible teaching strategies: prediction exercises and cloze procedures

3) Does the substituted word look and sound like the original word?

   YES – the pupil can use print cues (phonographic cues)

   NO – the pupil's word attack skills are insecure.

Possible teaching strategies: a structured grapho-phonic teaching programme; using questions that direct the pupil to looking eg 'what does the word begin with', 'can you see any smaller words you recognise?'

A simple way of reaching judgements about the suitability of text

If 95% or more of the words are read correctly, the pupil can clearly read this level without help

If 90-95% read correctly, the pupil will need help top make full use of a passage at this level: this is the correct level for guided reading and reading tuition.

If less than 90% correct, the passage is too difficult and an easier one should be found.

In addition

- It is sometimes useful to have some prepared questions which tackle both literal and inferential comprehension to check whether a pupil understands what is read. It is better if the teacher prepares these and they are kept for future use.
- If there is little comprehension, then the pupil needs to be prepared to read by discussing the context and content from eg pictures or teacher prompts.
- The pupil then needs to have attention drawn to sentences and words which develop the context and content and which convey the literal meaning first and then the inferred meaning.
- This can be done through careful questioning and directing pupils to find the answer in sentences or sections of the text.
- Once the meaning has been understood, the tutor needs to return to the text as a whole and discuss the context and content and remind the pupil how and where the detail comes.

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